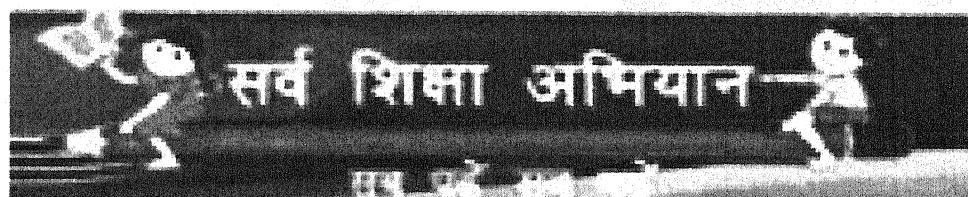


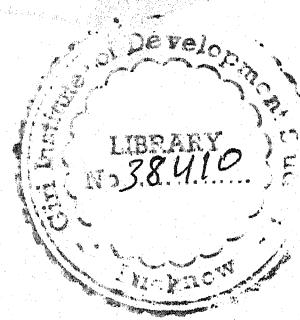
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**MONITORING AND EVALUATION OF
SARVA SHIKSHA ABHIYAN,
DISTRICT- SHRAWASTI
UTTAR PRADESH**



Submitted to the
Ministry of Human Resource Development, New Delhi

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PREFACE

Sarva Shiksha Abhiyan is an effort to universalize elementary education through community ownership of the school system. The programme is to provide useful and relevant elementary education for all children by 2010. The emphasis of this programme is on mainstreaming out of school children through diverse strategies, as far as possible, and on providing 8 years of schooling for all children in 6-14 age groups. The thrust is upon bridging of gender and social gaps and a total retention of all children in schools. With this framework it is expected that the education system would be made relevant so that children and parents find the schooling system useful and absorbing, according to their natural and social environment.

These expectations from the existing SSA framework call for proper implementation of approved plans at district and state levels. It is also required to keep track on the achievement on important outcome indicators and to verify the process and procedures undertaken for the implementation of SSA. Under this process, the Giri Institute of Development Studies, Lucknow, has been appointed as a nodal agency for monitoring and evaluation of SSA programme of the state of Uttar Pradesh by the Department of School Education and Literacy, Ministry of Human Resource Development, Government of India.

The Institute has prepared the present report in the capacity of monitoring and evaluation agency for the evaluation of SSA programme in Shrawasti district of Uttar Pradesh. We are thankful to Shri Ravi Chand, IAS Department of School Education and Literacy, MHRD, Government of India for assigning this task to us. We are also thankful to Shri Girija Shankar & Sri O.P. Chaturvedi, Senior Consultants, Monitoring (Ed.-CIL) for lending their all-possible cooperation to undertake this assignment.

The implementation of SSA programme at the state level being undertaken by the office of SPD under the able leadership of Shri Deepak Trivedi, IAS (SPD) and Shri Dinesh Babu Sharma (APD), we are immensely grateful to them.

The credit of successful accomplishment of the task goes to the Director of the Institute Prof. AK Singh who has created required research insight and atmosphere in the Institute for the same. We express our deep sense of gratitude to him.

The proper coordination between SPD office, District BSA office and the nodal agency has been made by Dr. S.S. Sirohi, Senior Professional SPD office. He has provided all cooperation and help in this direction, we are thankful to him.

I feel obliged to my colleagues Dr. Fahimuddin and Dr. B. K. Bajpai for their continuous support and suggestion while working for this report. We are also thankful to members of research team Mr. Mewalal, Moh. Zamir Ahamad, Mr. Surya Prakash, Mr. Ajay Kumar Singh and Afeefa Fatima for their hard work to complete the report.

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Dr. R. C. Tyagi

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ABBRAVIATIONS

AIE	Alternative and Innovative Education
BRC	Block Resource Centre
BSA	Basic Shiksha Adhikari
CRC	Cultural Resource Centre
CWSN	Children With Special Needs
DCF	Data Capture Format
DIET	District Institute of Education and Training
DISE	District Information System for Education
DPC	District Programme Committee
DPE	Director of Primary Education
DPEO	District Primary Education Office
DPEP	District Primary Education Programme
DRG	District Resource Gang
ECCE	Early Childhood Care Education
EGS	Education Guarantee Scheme
EMIS	Education Monitoring Information System
EV	Education Volunteer
KGBV	Kasturba Gandhi Balika Vidyalaya
MDM	Mid Day Meal
MM	Maktab Madarsa
MTA	Mother Teacher Association
NPEGEL	National Programme for Girl Education at Elementary Level
NPRC	Nyay Panchayat Resource Centre
NRBC	Non Residential Bridge Course
PAB	Programme Approval Board
PMIS	Project Management Information System
PS	Primary School
PTA	Parents Teachers Association
RBC	Residential Bridge Course
SCERT	State Council for Education Research and Training
SDC	School Development Committee
SPD	State Project Director
SRG	State Resource Gang
SSA	Sarva Shiksha Abhiyan
TLM	Teaching Learning Material
TSS	Total Sanitation Scheme
UPS	Upper Primary School
VEC	Village Education Committee
WEC	Ward Education Committee

EXECUTIVE SUMMARY

SARVA SHIKSHA ABHIYAN:

Sarva Shiksha Abhiyan is an effort to universalize elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode. In other words, Sarva Shiksha Abhiyan is –

- A programme with a clear time frame for universal elementary education.
- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education.
- An effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.
- An expression of political will for universal elementary education across the country.
- A partnership between the Central, State and the local government.
- An opportunity for States to develop their own vision of elementary education.

AIMS:

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

OBJECTIVES:

- All children in school, Education Guarantee Centre, Alternate School, ' Back-to-School' camp by 2003.
- All children complete five years of primary schooling by 2007.
- All children complete eight years of elementary schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life.

- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal retention by 2010.

PREPARATORY ACTIVITIES:

The preparatory activities are expected to initiate a process of institutional development and capacity building for professional management of elementary education sector at the local level. The focus has to be on capacity building through training, rigorous planning processes, focus on community based data collection and its analyses, and most of all, a willingness to allow the local community to manage schools. It is expected that the preparatory phase will take anywhere from four to eight months. The preparatory phase provides for the following:

- Office equipment as per need,
- Cultural activities for mobilization for SSA,
- Computer hardware and software for effective MIS at the district level,
- School-based activities up to Rupees 1000 to a school,
- Household surveys and preparation of habitation Plans up to Rs. 3 per household,
- A set of base line Studies, etc.

SCOPE OF WORK:

The Programmes to be covered include:

- Sarva Shiksha Abhiyan
- Achievement level of primary and upper primary schools.
- Mid-Day Meal Scheme
- Kasturba Gandhi Balika Vidyalaya
- National Programme for Education of Girls at Elementary Level.
- Alternative schooling

STUDY SAMPLE AND DESIGN:

There are 722 primary and 269 upper primary schools and 51 EGS, 31 AIE and 2 Maktab / Madarsa, and 54 cluster model schools for NPEGEL. No Rubs and NRBCs were found in running condition in the district. It has been informed By the BSA officials

that advertisement has been made to conduct these courses in the district. All type of schools / centers are 1132 as presented in Table 1.1. In which there are 3 Kasturba Gandhi Balika Vidyalaya in the district.

The sample for survey in primary and upper primary schools was drawn on the basis of random sampling method. The sample primary and upper primary schools were taken from each of the 4 blocks and 1 urban area of the district. The entire sample consists of 76 primary and 25 upper primary schools. Also 5 cluster model schools for NPEGEL, 5 EGS, 3 AIE, 1 Madrasa, 1 KGBV, 1 RBC and 11 NRBC Centers have been covered in the sample. The detail sample size has been shown in Table 1.2. The primary data were collected through pre-structured schedules. The data tabulation and analysis was done on the computer using SPSS package.

The other information relating to the functioning and progress of SSA Programme in the district have also been collected from SPD Office at the state level and from the office of the District Basic Shiksha Adhikari.

The following Table 1.3 provides the distance-wise break-up of the sample primary and upper primary schools from BRCs and NRPCs of the district.

FINDINGS AND SUGGESTIONS:

- Sanctioned primary and upper primary schools for the year 2006-07 have been opened during the same year.
- All positions of teachers were filled in Primary schools of Shrawasti district.
- All sanctioned positions of Headmasters and Assistant Teachers in Upper Primary Schools has been filled except 59 positions of Headmaster which were sanctioned during 2007-08 and should be filled shortly.
- In service training, target was not achieved in primary schools while the target of Upper Primary has been achieved.
- Untrained teachers need to be provided in-service training.
- Orientation training has not been provided to all the teachers at primary school level.
- Orientation training needs to be given to all primary school teachers.
- High enrollment of children has been found in Shrawasti district.

- This should be maintained by stopping retrenchment and drop-out.
- The adequate technical support from the JEs is not being provided. The involvement of private construction agencies needs to be explored.
- The involvement of teachers in construction work needs to be minimized.
- Mainstreaming has been done in government schools, as reported by the BSA, Shrawasti.
- Large number of parents needs to be counseled about CWSN.
- The large number of students required aids and appliances.
- The entire NPEGEL programme was not running properly in the district.
- This programme should be run according to the norms.
- The possibility to open KGBVs in all the blocks and 1 urban area of the district needs to be given due consideration.
- Sanctioned KGBV should be open as early as possible. The possibility to open KGBVs in all the blocks and 1 urban area of the district needs to be given due consideration.
- Sanctioned KGBV should be open as early as possible.
- Evaluator has found that secondary data were not made available properly due to lack of coordination among district coordinators, MIS incharge and clerical staff of BSA.
- Most of the primary schools (70.30 per cent) were established before ten years and the construction of 61.33 per cent of total primary schools was done before ten years.
- In case of upper primary schools, 44.00 per cent schools have been established and 36.00 per percent of them were constructed before ten years.
- It shows that most of the constructions were done for the completion of backlogs particularly in case of primary schools.
- More emphasis is required not only on the establishment of new schools and &subsequently their construction, but also require more teachers for quality education.

- The maximum no. of 24 (31.54 per cent) of the sample primary have 3 rooms.
- The availability of 4 and 5 rooms are also good in both types of schools.
- 29.33 per cent primary schools use three rooms and 60.00 per cent upper primary schools use three rooms for classroom teaching.
- In view of this, more existing rooms in schools should be used for teaching.
- 76.24 per cent schools have play ground.
- Only 33.66 per cent schools are with boundary walls.
- 50.50 per cent schools have sports items.
- The available sports items are used by students are in 45.54 per cent schools.
- 82.18 per cent schools have mats and furniture.
- 96.04 per cent schools have blackboards in classroom.
- 68.32 per cent schools have at least one Verandah in the campus.
- Only 2.42 per cent schools have more than one Verandah.
- Construction of school boundaries should be taken up on priority basis.
- Playground should be available in all schools.
- All schools have sports items.
- The availability of drinking water facility is 92.11 per cent in Primary Schools and 60.00 per cent in Upper Primary Schools.
- The convergence of drinking water facility with Swajaldhara has been 10.89 per cent.
- 27.72 per cent funding of drinking water facility is done through SSA.
- The drinking water facility should be made available in all primary and upper primary schools.
- Toilet facilities are available, 89.33 per cent for boys and 89.33 per cent for girls at primary schools.
- At upper primary level, the toilet facilities having 80.00 per cent for boys and 88.00 per cent for girls.

- Impact of training should be visualized on ground reality.
- There has been a difference between reported students and enrolled students.
- Only 44.43 per cent of the enrolled students were present on register and 31.52 per cent on the day of visit in primary schools.
- 55.89 per cent of the enrolled students were present on register and 51.31 per cent on the day of visit in upper primary schools.
- Measures should be taken to improve the student's attendance with the involvement of teachers of the schools and VEC members.
- 36.63 per cent students were found absent due to their involvement in agricultural activities.
- 34.65 percent students were found absent due to their involvement in local fairs/markets.
- This should be discussed in length in PTAs frequently.
- Efforts were made by schools VEC and PTA for improving the student's attendance.
- Role of parent's teachers meetings were minimum in this respect.
- There should be more concentrated efforts and in each school to improve students attendance.
- There should be a more efficient and regular monitoring system to check students attendance.
- The implementation of students test as per prescribed norms was found poor in most of the cases of primary and upper primary schools. The performance of primary and upper primary school students in an exclusive test has been found very poor.
- More serious efforts are required to improve the performance of the students, teachers as well as parents.
- 17.82 per cent students' behavior with their teachers was found good.
- Teachers should maintain their dignity and moral teaching should be done.
- 8.02 per cent to 14.13 per cent of the total enrolled students have not found enrolled as per prescribed age norms in primary and upper primary schools.

- Majority of such students belongs to the higher age group. The respective VECs may take up required action to streamline the students' enrollment at the suitable age.
- Over all left out students are 31 in primary schools and 10 are in upper-primary schools but most of them are reading in other schools.
- 22 primary and 6 upper primary schools are having student's studding in same class.
- 132 students are studying (repeating) in the same classes in primary and 21 in upper primary schools.
- The girls' drop out is higher in primary schools. The overall dropout rate is higher among boys in primary and upper primary level.
- Hence, it should be considered with the introduction of new programmes to control the same.
- Enrollments of existing CWSN were 82.40 per cent in the district.
- The availability of appliances and aids were only for 20.00 per cent of enrolled students.
- It was required to enhance the availability of appliances and complete the construction of ramps in the schools.
- Around 7.89 per cent schools were not having kitchen.
- Even in those schools where kitchen was available, food was cooked outside of the schools.
- 17.11 per cent schools do not have required utensils.
- Despite awareness of cleanliness, the students during MDM do not follow it.
- 71.05 per cent schools were inspected regularly for MDM.
- Only 2 (2.63 per cent) schools were provided with micro-nutrition supplement.
- Overall participation of parents and VEC in MDM was not satisfactory.
- Average number of VEC members was found low representation of parents.
- The female and caste-wise composition of VEC was as per norms.

- The parent's representation in VECs should be emphasized.
- Members attended VEC meetings adequate female member's representation.
- Around 78.95 per cent of primary and 80.00 per cent of upper primary schools VEC members imparted in training.
- About 180 of primary and 65 of upper primary schools VEC members were trained.
- The training should be necessary to all VEC members.
- VECs' role in improving overall school conditions were found to be the best in 0.33 per cent in primary schools.
- 17.43 per cent of primary and 11.00 per cent upper primary schools VEC members' role were found good.
- Their satisfactory role was reported in 62.83 per cent in primary and 59.00 per cent in upper primary schools.
- In around 19.41 per cent of primary and 29.00 per cent of upper primary schools VEC members' role was found poor.
- The role of VECs' should be deemed more important for improving schools conditions. Hence, VEC members should play more active role in this respect.
- Money has been withdrawn from account in most cases and construction work has also started.
- For different types of constructions, unutilized grants are found.
- Through better monitoring of construction work and fund utilization, expected results can be achieved.
- Most of the VECs did not have school construction related records.
- This is one of the main reason of funds misuse and slow progress of construction work in schools.
- No TLM amount in any school of the district has bee distributed yet.
- TLM should be distributed in all the schools of the district without loosing time.
- It should be necessary for teachers to use TLM regularly.
- The unsatisfactory construction work has not been reported.

- The main reasons of poor work were lack of appropriate materials, low quality of construction work and lack of commitment.
- Teaching staff should not be involved in construction work at all
- It has been found that 3 KGBV was running in the district.
- The payment of EGS/AIE teachers has been found irregular.
- The students' attendance in the alternative schooling centers was well.
- Most of the EGS/AIE centers were not functioning properly.
- It has been found that on RBC and NRBC are running in Shravasti district.
- BRC Coordinators visits were found on an average less than once in a month for both primary and upper primary school for providing academic input.
- NRPC coordinators visits were made more than once in a month both type of schools.
- The filled in data capture formats have been sent to the district office.
- General school conditions were found better at the upper primary school level as compared to the primary level by the investigators.

CHAPTER I

INTRODUCTION

1.1 About Sarva Shiksha Abhiyan (SSA):

SSA is an effort to universalize elementary education by community ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA Programme is also an attempt to provide an opportunity for improving human capabilities to all children through provision of community owned quality education in a mission mode. The SSA is to provide useful and relevant elementary education for all children in the 6 to 14 years age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

1.2 Objectives of Present Study:

The present study is regarding the Monitoring and Evaluation of Sarva Shiksha Abhiyan implemented in Shrawasti District of Uttar Pradesh. The objectives of the study are:

- (i) To assess the progress of implementation of approved plans at district level and state level.
- (ii) To check progress in achievement of some key outcome indicators through sampling.
- (iii) To verify process and procedures undertaken for the implementation of SSA.

1.3 Scope of Work

The Programmes to be covered include:

- (i) Sarva Shiksha Abhiyan
- (ii) Achievement Level of Primary and Upper Primary Schools
- (iii) Mid-Day Meal Scheme
- (iv) Kasturba Gandhi Balika Vidyalaya
- (v) National Programme for Education of Girls at Elementary Level.
- (vi) Alternative Schooling etc.

1.4 Study Sample and Design

There are 722 primary and 269 upper primary schools and 51 EGS, 31 AIE and 2 Maktab / Madarsa, and 219 cluster model schools for NPEGEL. All type of schools / centers are 1132 as presented in Table 1.1. In which there are 3 Kasturba Gandhi Balika Vidyalaya in the district.

Table 1.1: Total Number of Schools

Sl. No.	Block Name	PS	UPS	Alternate Education					Girls Education		Total
				EGS	AIE	MM	RBC	NRBC	NPTEL	KGBV	
1.	Ikauna	129	45	8	-	-	-	-	11	1	194
2.	Gilaula	150	55	10	-	-	-	-	11	-	226
3.	Jamunaha	137	56	18	17	1	-	-	11	-	240
4.	Hariharpur Rani	141	49	10	13	-	-	-	11	1	225
5.	Sirsya	160	60	5	1	-	-	-	11	1	238
6.	Nagar Kshetra	5	4	-	-	1	-	-	10	-	9
Total		722	269	51	31	2	-	-	54	3	1132
No. of Sample Schools		76	25	5	3	1	-	-	5	1	116
% of Sample Schools		10.53	9.29	9.80	9.68	50.0	-	-	9.26	33.3	10.25

Source: SSA Programme, BSA, District Shrawasti, U.P.

The sample for survey in primary and upper primary schools was drawn on the basis of random sampling method. The sample primary and upper primary schools were taken from each of the 5 blocks and 1 urban area of the district. The entire sample consists of 76 primary and 25 upper primary schools. Also 5 cluster model schools for NPEGEL, 5 EGS, 3 AIE, 1 Madrasa, 1 KGBV, have been covered in the sample. The detail sample size has been shown in Table 1.2. The primary data were collected through pre-structured schedules. The data tabulation and analysis was done on the computer using SPSS package.

Table 1.2: Number of Sample Schools in Shrawasti District

SI No.	Name of Blocks	Primary School	Upper Primary School	NPEGEL	EGS	AIE	Madrasa	KGBV	Bridge course		Total
									RBC	NRBC	
1	<u>Ikauna</u>	129	45	11	8	-	-	1	-	-	194
	%age Schools/Centre	(17.87)	(16.73)	(20.37)	(15.69)	-	-	(33.33)	-	-	(17.14)
	Sample no of Schools	13	4	1	1	-	-	0	-	-	19
	%age Schools/Centre	(17.11)	(16.00)	(20.00)	(20.00)	-	-	(00.00)	-	-	(16.38)
2	<u>Gilaula</u>	150	55	11	10	-	-	-	-	-	226
	%age Schools/Centre	(20.78)	(20.45)	(20.37)	(19.61)	-	-	-	-	-	(19.97)
	Sample no of Schools	16	5	1	1	-	-	-	-	-	23
	%age Schools/Centre	(21.05)	(20.00)	(20.00)	(20.00)	-	-	-	-	-	(19.83)
3	<u>Jamunaha</u>	137	56	11	18	17	1	-	-	-	240
	%age Schools/Centre	(18.97)	(20.82)	(20.37)	(35.29)	(54.84)	(50)	-	-	-	(21.20)
	Sample no of Schools	14	5	1	1	1	1	-	-	-	23
	%age Schools/Centre	(18.42)	(20.00)	(20.00)	(20.00)	(33.33)	(100)	-	-	-	(19.83)
4	<u>Hariharpur Rani</u>	141	49	11	10	13	-	1	-	-	225
	%school/centre	(19.53)	(18.21)	(20.00)	(19.61)	(41.94)	-	(33.33)	-	-	(19.88)
	Sample no of school	11	2	1	1	1	-	0	-	-	16
	%age School/centre	(14.47)	(8.00)	(20.00)	(20.00)	(33.33)	-	(00.00)	-	-	(13.79)
5	<u>Sirsiya</u>	160	60	10	5	1	1	1	-	-	238
	%age Schools/Centre	(19.53)	(22.30)	(18.52)	(9.80)	(3.23)	(50)	(33.33)	-	-	(21.03)
	Sample no of Schools	17	6	1	1	1	0	1	-	-	27
	%age Schools/Centre	(22.37)	(24.00)	(20.00)	(20.00)	(33.33)	(00.00)	(100)	-	-	(23.28)
6	<u>Urban Area</u>	5	4	-	-	-	-	-	-	-	9
	%age Schools/Centre	(0.69)	(1.49)	-	-	-	-	-	-	-	(0.80)
	Sample no of Schools	5	3	-	-	-	-	-	-	-	8
	%age Schools/Centre	(6.58)	(12.00)	-	-	-	-	-	-	-	(6.90)
	<u>Total</u>	722	269	54	51	31	2	3	-	-	1132
	%age Schools/Centre	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)	(100)	(100.00)	-	-	(100.00)
	Sample no of Schools	76	25	5	5	3	1	1	-	-	116
	%age Schools/Centre	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)	(100)	(100.00)	-	-	(100.00)

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

The other information relating to the functioning and progress of SSA Programme in the district have also been collected from SPD Office at the state level and from the office of the District Basic Shiksha Adhikari.

The following Table 1.3 provides the distance-wise break-up of the sample primary and upper primary schools from BRCs and NRPCs of the district.

Table 1.3: Distance of Sample Schools from B.R.C./ N.P.R.C.

Sl. No	Distance	Primary School	Upper Primary School	Total
1	BRCC			
	a. Within 3 KM	17 (22.37)	4 (16.00)	21 (20.79)
	b. 3 to 5 KM	5 (6.58)	0 (00.00)	5 (4.95)
	c. 5 to 8 KM	16 (21.05)	3 (12.00)	19 (18.81)
	d. Above 8 KM	38 (50.00)	18 (72.00)	56 (55.45)
	Total	76 (100.00)	25 (100.00)	101 (100.00)
2	NRPC			
	a. Within 3 KM	46 (60.53)	18 (72.00)	21 (63.37)
	b. 3 to 5 KM	17 (22.37)	2 (8.00)	19 (18.81)
	c. 5 to 8 KM	13 (17.11)	4 (16.00)	17 (16.83)
	d. Above 8 KM	0 (00.00)	1 (4.00)	1 (0.99)
	Total	76 (100.00)	25 (100.00)	101 (100.00)

Source: Field survey, SSA Programme, District Shravasti, U.P.

CHAPTER-II

EDUCATIONAL PROFILE OF SHRAWASTI DISTRICT

2.1. Introduction:

Shrawasti is a newly created district of Uttar Pradesh (India) carved out from districts of Gonda and Bahraich. Besides these two districts Shrawasti shares its border with district Balrampur. Bhinga the districts headquarter of Shrawasti is approximately 150 km. away from the state capital Lucknow. The main features of the district are given bellow:-

• Geographical Area	1126.00 km ² .
• Population	923380
• Literacy (male)	47.27%
• Literacy (female)	18.75%
• Parliamentary Constituency	Bahraich
• Assembly Constituencies	Bhinga, Ikauna, Charda, Bahraich,
• Tehsil	Bhinga, Ikauna.
• Community Deve. Blocks	Hariharpur Rani, Sirsia, Gilola, Jamunaha, Ikona
• No. of Panchayats	72
• No. of Villages	683 - Inhabited, 19 - Uninhabited

Shrawasti, the northern town of Uttar Pradesh, is located near river Rapti. This town is closely associated the life of Lord Buddha. It is being said that the mythological king Sravasth founded this town. Shrawasti was the capital of Kosala Kingdom during sixth century BC to sixth century AD. This prosperous trading center was well known for its religious associations. The "Sobhnath" temple. The Sobhnath temple is believed to be the birth place of Jain Tirthankar 'Sambhavnath' making Shrawasti an important center for the Jainas. As mentioned in the "Bruhatkalpa" and various kelps of the fourteenth century. The name of the city was "Mahid". There are subsequent mentions showing that the name of city was 'Sahet-Mahet'. It is also mentioned that a vast fort

covered this city in which there were many temples having idols of Devkulikas. Buddha is believed to have spent 24 Monsoons in this city. Age-old stupas majestic monasteries and several temples near the village of "Sahet-Mahet" establish Buddha's association with Shrawasti. Moreover, Shrawasti is the holy land of all the Kalyanakas-Chayan, Birth, Diksa and attainment of omniscience Bhagwan Sambhavanath. Today a great rampart of earth and brick surrounds the city. During excavation in 'Sahet-Mahet' near Shrawasti City, many ancient idols and inscriptions were found. They are now kept in museums of Mathura and Lucknow. At present, the archaeological department of the Indian Govt. is doing excavation to perform allied research.

The ancient city of Shrawasti, venerated by Buddhist and Jains alike, is at present a collection of ruins called 'SAHET-MAHET'. This twin name is applied to two distinct groups of remains, Sahet and Mahet. Sahet is the site of the famous Buddhist monastery known as JETAVANA VIHAR, which lay outside the limits of Shrawasti city. The latter is identified with modern Mahet. The ruins at Sahet mainly of plinths and foundation of monasteries and stupas, all Buddhist. The other site i.e., Mahet situated at about 500m from the site denotes ancient city proper. Very little is known of the city of Shrawasti until it rose to fame owing to its association with Buddha and Mahavira in sixth century BC.

At the time of Buddha, Presanajit was the king of Shrawasti. The site of Sahet is said to be the park of prince Jeta, son of Presanajit, hence named Jetavan. Sudatta(also known as Ananthapindika), a wealthy merchant of Shrawasti, bought this park from prince Jeta by paying empieces that could cover the park. This episode is found in a sculpture of second century B.C. A jetavana scene is also found on an early Amaravati stele. The earliest structural activities at Sahet are attributed mainly to Sudatta, Prince Jeta and his father King Presanajit. In the third rainy season after his enlightenment, Lord Buddha visited jetavana and since then the regularly made his sojourn to the monastery spending here 24 rainy season in all. One of the interesting episodes in an off-told story of Buddha at Shrawasti was the conversion of a robber named Angulimala.

After the age of Buddha and Mahavira, the history of Shrawasti is obscure till we come to the period of Ashoka in the third century B.C. The material prosperity of Shrawasti was at its height during Ashoka's period. Ashoka is credited with the erection of two pillars, each 21 m high, in addition to the construction if several monasteries and

stups. The monasteries and shrines of jetavana were renovated during the early centuries of the Christian era under the patronage of Kushanas. During the period of Guptas, the Buddhist establishment at jetavana prosperous as before. In the early fifth century FA-HIEN visited this place. In the reign of king Harsha (AD 606-647) Hiuen-Tsang visited Shrawasti and found it a wild ruin. There is evidence to show that some Buddhist establishments survived in jetavana down to the middle of the twelfth century mainly due to the patronage of the Gahadavala kings of Kannauj. The history of Shrawasti thereafter is quite unknown. The ruins of Shrawasti remained long forgotten until they were brought to light and identified with Shrawasti by Alexander Cunningham in 1863. Successive excavation have yielded the remains of several stupas, temples and monasteries, etc.

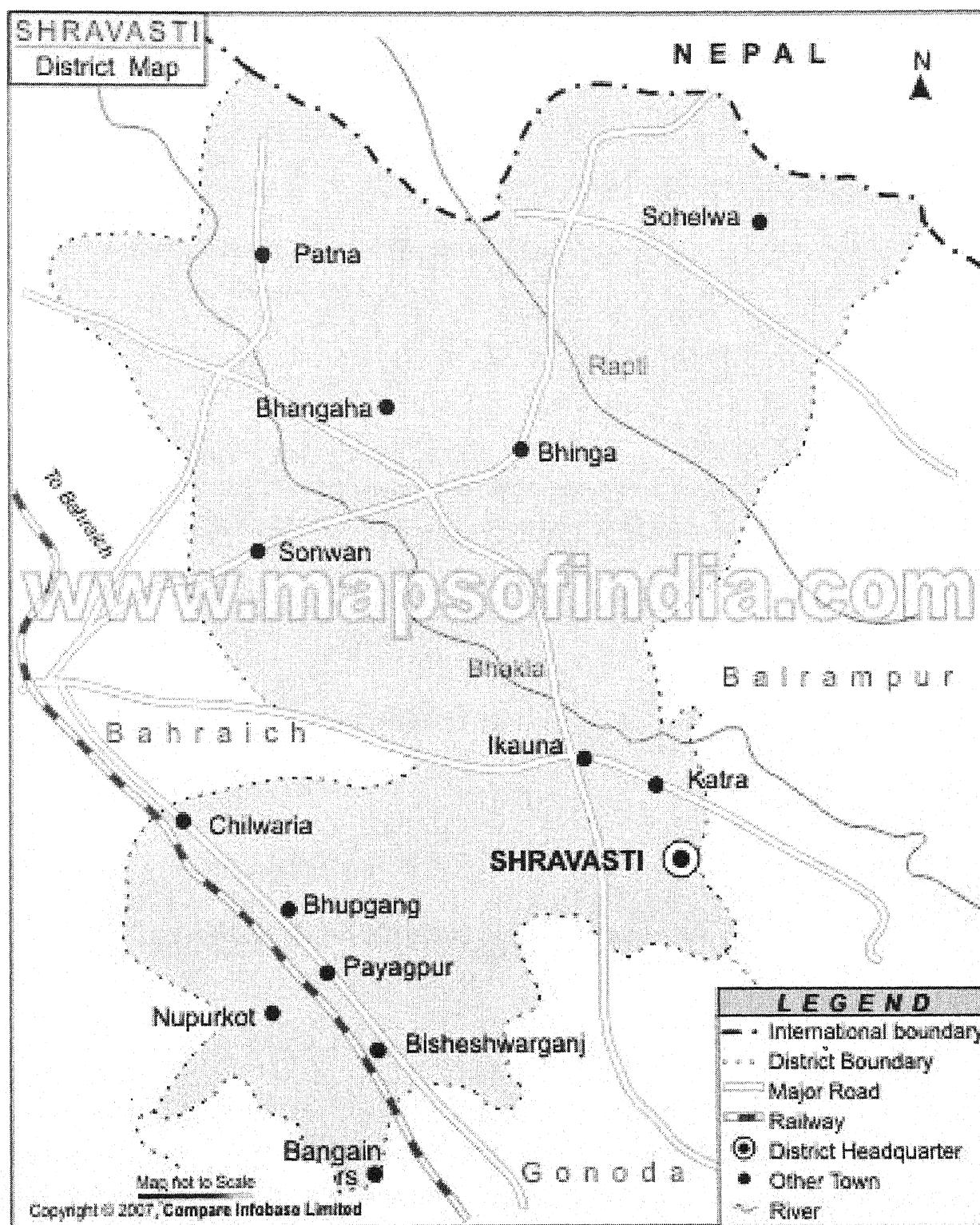
It is evident from Table-2.1 that there has been an increase in the literacy rate of the district from 29.55 per cent to 34.25 per cent over the years 1991 and 2001. There has been a marked increase in literacy rate of the district and it was found to be lower, 34.25 per cent than the State average, i.e. 57.36 per cent. The male literacy rate (47.27 per cent) is recorded to be the far higher as compared to the female literacy rate (18.75 per cent) in the district during the year 2001.

Table-2.1: Literacy Rate of Shrawasti and UP

Sl. No.	Item	Uttar Pradesh		Shrawasti District	
		1991	2001	1991	2001
1	People	40.70	57.36	29.55	34.25
2	Male	54.80	70.23	44.91	47.27
3	Female	24.40	42.98	10.57	18.75

Source: Census of India, 2001.

District Shrawasti: Map



Source: www.mapsofindia.com

2.2. Status of Schools:

As per information available from the office of Basic Shikska Adhikari, Shrawasti, there were 722 primary and 269 upper primary schools as on 31 March 2007. Total number of 69 schools (10PS and 59UPS) was sanctioned for the financial year of 2006-07. All the sanctioned primary and upper primary schools were opened during this period as per reported by the BSA, Shrawasti. Current status of PS and UPS in the district including newly opened schools indicates that there were 991 schools running. Out of which 722 were primary schools and 269 were upper primary schools. (See in Table-2.2)

Table-2.2: Details about Opening of Schools:

Sl. No.	Details	PS	UPS	Total
1	2	3	4	5
1	No. of Schools as on 31.03.07	722	269	991
2	No. of Schools Sanctioned in current financial year-2007-08	10	59	69
3	No. of Schools Opened in current financial year-2007-08	722	269	991

Source: SSA Programme, BSA, District- Shrawasti, U.P.

Major Findings

- Sanctioned primary and upper primary schools for the year 2006-07 have been opened during the same year.

2.3 Status of Teaching Staff:

The details about the teaching staff as presented in the Table-2.3 A and 2.3 B indicate that there were 1897 total sanctioned teachers for primary schools and 242 sanctioned teachers for upper primary schools up to the financial year 2006-07. The actual appointment against the corresponding sanctioned number of primary and upper primary school teacher was found to be 1937 and 242 teachers respectively. It indicates a difference of 59 teachers for upper primary schools, which are still to be appointed in the district during the current session (2007-08). The number of sanctioned teachers and the number of actual appointment in primary and upper primary schools in the district further indicates that in case of primary schools, all the recruitment of the teachers against sanctioned position were filled even up to the current session 2007-08. It is relevant to say that in case of primary schools, all the sanctioned positions have

been filled. In case of upper primary schools, all the positions of sectioned teachers (242) up to March 2007 were filled. 59 positions of Headmasters were created in Upper Primary schools in the year 2007-08, which has yet to be filled.

Table-2.3 A: Details about Teachers in Primary Schools

Sl. No	Details	Sanctioned as on 31.03.07	Sanctioned during 2007-08	Appt. against sanctioned	Difference
1	2	3	4	5	6
1	Headmaster	356	-	-	0
2	Assistant teachers	177	-	-	0
3	Shiksha Mitra	1364	40 (100.00)	40 (100.00)	0
	Total	1897	40(100)	40(100)	0

Source: SSA Programme, BSA, District- Shrawasti, U.P.

Table-2.3 B: Details about Teachers in Upper Primary Schools

Sl. No	Details	Sanctioned as on 31.03.07	Sanctioned during 2007-08	Appt. against sanctioned	Difference
1	2	3	4	5	6
1	Headmaster	64	59	-	59
2	Assistant teachers	178	-	-	-
	Total	242	59	-	59

Source: SSA Programme, BSA, District- Shrawasti, U.P

Findings and Suggest

- All positions of teachers were filled in Primary schools of Shrawasti district.
- All sanctioned positions of Headmasters and Assistant Teachers in Upper Primary Schools has been filled except 59 positions of Headmaster which were sanctioned during 2007-08 and should be filled shortly.

2.4. Recruitment of Teachers:

The information relating to the mode of recruitment of teachers in primary and upper primary schools in district Shrawasti during 2007-08 as presented in Table-2.4 indicated 40 appointments in primary schools were made. As against this there were not a single teacher appointed at upper primary schools of district Shrawasti during the year 2007-08.

Table-2.4: Mode of Recruitment of Teachers

Sl. N o.	Details	Primary Schools				Upper Primary Schools			
		No. of Teachers Appointed in 2006-07		Appt. at DPO/ Basic Level	Appt. at VEC Level	No. of Teachers Appointed in 2006-07		Appt. at DPO/Basic Level	Appt. At VEC Level
		Regular	Contract			Regular	Contract		
1	2	3	4	5	6	7	8	9	10
1	Headmaster	-	-	-	-	-	-	-	-
2	Assistant Teacher	-	-	-	-	-	-	-	-
3	Shiksha Mitra	-	40	-	40	-	-	-	-
4	Total	-	40	-	40	-	-	-	-

Source: SSA Programme, BSA, District- Shrawasti U.P.

2.5. Teachers' In Service Training:

In order to maintain teaching standard, the target of teachers training has been fixed by the BSA for the teachers of primary and upper-primary schools of the district. The target has been fixed for a total 1897 teachers (headmasters and assistant teachers) to attend orientation training programme for the academic year 2007-08 in district Shrawasti. The Orientation Training Programme, has been provided to 1195 headmasters and assistant teachers till 31.03.07 and remaining 702 teachers has been left for this training (Table-2.5). In case of upper primary schools target has been fixed for 242 headmasters and assistant teachers to participate in orientation training for the academic year 2006-07. The orientation training Programme, in Upper Primary Schools has been achieved.

Table-2.5: Teachers' In Service Training

Sl. No	Details	Primary Schools			Upper Primary Schools		
		Target No. of teachers for training	No. of teachers provided training as on 31.03.07	Balance Left	Target No. of teachers for training	No. of teachers provided training as on 31.03.07	Balance Left
1	2	3	4	5	6	7	8
1	Headmaster	356	356	-	64	64	-
2	Assistant teachers	177	177	-	178	178	-
3	Shiksha mitra	1364	662	702	-	-	-
4	Total	1897	1195	702	242	242	-

Source: SSA Programme, BSA, District- Shrawasti, U.P.

Findings and Suggestions

- In service training, target was not achieved in primary schools while the target of Upper Primary has been achieved.
- Untrained teachers need to be provided in-service training.

2.6. Teachers' Orientation Training:

The target has been fixed by the BSA, Shrawasti for 60 Shiksha Mitra to participate in orientation training for the year 2006-07. The orientation training programme has been provided to all targeted 60 Shiksha Mitra till 31.03.07 and no targeted shiksha mitra had been left for this training (Table-2.6).

Table-2.6: Teachers' Orientation Training

Sl. No.	Details	Primary Schools		
		Target No. of teachers for training	No. of teachers provided training as on 31.03.07	Balance Left
1	2	3	4	5
1	Headmaster	-	-	-
2	Assistant teachers	-	-	-
3	Shiksha mitra	60	60	-
4	Total	60	60	-

Source: SSA Programme, BSA, District- Shrawasti, U.P.
Including 05-06 and 06-07

Findings and Suggestions

- Orientation training has not been provided to all the teachers at primary school level.
- Orientation training needs to be given to all primary school teachers.

2.7: Teachers' Refresher Training:

The target has been fixed by the BSA, Shrawasti for 2139 shiksha mitra from primary schools to participate in refresher training for the year 2006-07. It has been informed by BSA that the refresher training programme has been provided to all 775 Shiksha Mitra of primary schools till 31.03.2007 (Table-2.7).

Table-2.7: Teachers' Refresher Training

Sl. No.	Details	Primary Schools		
		Target No. of teachers for training	No. of teachers provided training as on 31.03.07	Balance Left
1	2	3	4	5
1	Headmaster	420	420	-
2	Assistant teachers	355	355	-
3	Shiksha mitra	1364	-	1364
4	Total	2139	775	1364

Source: SSA Programme, BSA, District- Shrawasti, U.P.

2.8. Teachers Learning Material (TLM) Grant:

As per information given in Table-2.8, 1718 teachers from primary and 242 teachers belong to upper primary schools where found eligible to receive TLM grant during the financial year 2006-07. A total of Rs.8, 59,000.00 were given as TLM grant to all eligible primary schools teachers. Along with this, Rs.1, 21,000.00 was also given to upper primary school teachers. The date of release of TLM grant was 31.08.06 to 31.03.07, for primary and 31.08.07 for upper primary school teachers. All eligible teachers from primary and upper primary schools received TLM grant during the financial year 2006-07.

Table-2.8: Details about TLM Grant

Sl. No.	Details	Primary Schools	Upper Primary Schools
1	No. of teachers eligible to receive TLM grants in financial year 2006-07	1718	242
2	Total grant sent by BSA to VECs accounts	8,59,000	1,21,000
3	Date of release of TLM Grant	-	-
4	No. of teachers covered	1718	242

Source: SSA Programme, BSA, District- Shrawasti, U.P.

2.9. Distribution of Text Books:

The Information regarding textbooks distribution (Table-2.9) indicated that books were distributed among 1,28,201 students of primary schools of the district in the months of August 2007. Free textbooks have been distributed among 75,379 (58.70 per cent) students of primary schools from SSA Programme. Rest of 52,822 (41.20 per cent) students received their textbooks from State Government Fund. Out of books through SSA, 60,242 (79.92 per

cent) were girls and 14,722 (19.53 per cent) were boys belonging to SC category. The breakup-wise information regarding the free Text-books distribution among boys and girls from state government funds has not been provided the BSA office.

In case of upper primary schools, textbooks were distributed in the months of August 2007, among 17,081 students. Free textbooks have been distributed among 9349 (54.73 per cent) students of upper primary schools from SSA Programme. Rest of 7732 (45.27 per cent) students received their textbooks from State Government Funds. Out of total students those received free text books from SSA programme, 6,960 (74.45 per cent) were girls and 2,331 (24.93 per cent) were boys belonging to SC category. Free text books through state government funds were given to 7,732 (45.27 per cent) children. The breakup-wise information regarding the free Text-books distribution even in Upper-Primary, among boys and girls from state government funds has not been provided by the BSA office.

Table-2.9: Details about Text Books Distribution

Sl. No.	Details	Primary Schools				Upper Primary Schools			
		Total	Boys		Girls	Total	Boys		Girls
			SC	ST			SC	ST	
1	2	3	4	5	6	7	8	9	10
1	No. of children to whom Free text have been distributed	1,28,201	14,722	415	60,242	17081	2331	58	6960
2	No. of children receiving books from SSA programme	75,379 (58.70)	14,722 (19.53)	415 (0.55)	60,242 (79.92)	9349 (54.73)	2331 (24.93)	58 .6	6960 (74.45)
3	No. of children received free text books from State Govt. Funds	52,822 (41.20)	-	-	-	7732 (45.27)	-	-	-
4	Actual date of text books distributed to the district level and to schools	8 th and 9 th August 2007							

Source: SSA Programme BSA, District Shrawasti U.P

2.10. Number of Children and their Enrolment in Schools:

A household Child-Survey was conducted during September 2007 in the district, for assessing the number of children in the age group of 6-11 and 11-14 years. A total number of 1,26,986 children were found in the age group of 6-11 years in the District. Out of these 67,290 (53.00 per cent) were boys and 59,696 (47.00 per cent) were girls. In the age group of 11-14 the total numbers of children were found 15,927. Out of which 8,536 (53.60 per cent) were boys and 7,391 (46.40 per cent) were girls in this age group.

Table-2.10 indicates that 100 per cent of total children of 6-11 years age group were enrolled in schools. In case of children falling in the age group of 11-14 years, were also 100 percent enrolment in schools.

Table-2.10: Details of Children and their Enrolment in Schools

Age group of children		Total No of children as per household survey Sep.-2007	Total No of children enrollment as per 30.09. 07
6-11 Years	Boys	N.A	67,290 (53.00)
	Girls	N.A	59,696 (47.00)
	Total	-	1,26,986 (100.00)
11-14 Years	Boys	N.A	8536 (53.60)
	Girls	N.A	7391 (46.40)
	Total	-	15,927 (100.00)

Source: SSA Programme, BSA, District- Shrawasti, U.P.

Major Findings and Suggestion

- High enrollment of children has been found in Shrawasti district.
- This should be maintained by stopping retrenchment and drop-out.

2.11. Civil Works:

The construction of school buildings is in progress for primary and upper primary schools. The available information indicates that construction of 10 new primary schools and 59 upper primary schools was sanctioned for the financial year 2006-07 in the district (Table-2.11). Further, no information has been provided by BSA office regarding the work progress of civil work.

Table-2.11: Status of Civil Work Sanctioned for the Financial Year 2007-08

Sl. No.	Construction	Sanction (No)	Progress in Nos.			Reason for Work not started till 30.09.2007
			Completed	Work in progress	Work not started	
1	2	3	4	5	6	7
1	New Primary Schools	10	-	-	-	-
2	New Upper Primary Schools	59	-	-	-	-
3	Additional Rooms for Primary Schools	612	-	-	-	-
4	Additional Rooms for UPS	-	-	-	-	-

Source: SSA Programme, BSA, District- Shrawasti, U.P.

It has been informed by the BSA officials, that the technical supervision of civil works of primary and upper primary schools is done by the district coordinator (civil work) of expert BSA office (specially appointed for Sarva Shiksha Abhiyan), and JEs of RES appointed in development blocks. The proper technical guidance during the construction period was not provided by these JEs at some places as reported by the school teachers.

Major Findings and Suggestion

- The adequate technical support from the JEs is not being provided. The involvement of private construction agencies needs to be explored.
- The involvement of teachers in construction work needs to be minimized.

The information relating to the drinking water and toilet facilities in the primary and upper primary schools of the district was also made available by the BSA, Shrawasti. There were sizable number of toilets have been provided to the schools through total sanitation programme.

2.12. School Grants:

The details as presented in Table-2.12 indicate that the grant of 1022 primary and upper primary schools was approved for the year 2007-08. Out of these schools, 745 were primary and 277 were upper primary. The grant has been released to 722 primary and 269 upper primary schools of the district. A total amount of Rs.19,82,000.00 were released to both types of schools. Out of this total amount Rs.14,44,000.00 were released for the primary schools and Rs. 5,38,000.00 were for the upper primary schools. The details regarding utilization of funds could not provided as the amount has been released in the same month when survey has been maid. till 31.10.2007 is also given in the table. It is evident from the table that no centralized purchase for any school from this grant had been made by the BSA.

Table-2.12: Details about School Grants

Sl. No.	Details	PS	UPS	Total
1	No. of schools to whom grants approved in 2007-08	745	277	1022
2	No. of schools to whom funds have been released	722	269	991
3	Date of release the grant to VEC accounts	31.10.07	31.10.07	31.10.07
4	Released amount (Rs.)	14,44,000	5,38,000	19,82,000
5	Amount utilized by VECs up to 31.10.07 (Rs.)	Nil	Nil	Nil
6	Has the BSA made centralized purchased for school out of grant? (Yes-1 / No-2)	2	2	2
7	If yes	-	-	-
a.	For What purpose	-	-	-
	Amount utilized (Rs.)	-	-	-

Source: SSA Programme, BSA, District- Shrawasti, U.P.

2.13. Education Guarantee Scheme (EGS)/Alternative and Innovative Education (AIE) Centers:

There has been a sanction of 150 EGS/AIE centers during the financial year 2007-08 in Shrawasti district. It has been informed that out of 150 EGS/AIE centers only 82 EGS/AIE (54.67 percent) centers could be opened yet. Table-2.13 contains this information indicates that more than 50.00 percent (86) centers yet to be opened during the financial year 2007-08. No information has been provided by the BSA office regarding the number of teachers sanctioned for new upgraded primary schools.

Table-2.13: Details about EGS/AIE Centers

Sl. No.	Details	Sanctioned	Opened / In Position
1	No. of EGS/AIE centers as on 31.10.2007	-	-
2	No. of EGS/AIE centers in the financial year 2007-08	150	82 (54.67)
3	No. of EGS/AIE centers to be upgraded in the financial year 2007-08	167	81 (48.50)
4	No. of teachers sanctioned for new upgraded primary schools	-	-

Source: SSA Programme, BSA, District- Shrawasti, U.P.

2.14 Students Enrollment in the EGS/AIE Centers:

The information regarding enrolment status in EGS/AIE centers in Shrawasti district is given in Table-2.14. This table indicates that a total number of 3711 children have been enrolled in the EGS/AIE centers as on 30.09.2007. in the district. Out of these total enrolled children, 498 (13.42 per cent) belong to the scheduled caste, no candidate belongs to scheduled tribes, 971 (26.17 per cent) belong to the OBC, 2015 (54.30 per cent) belong to minority and 227 (6.12 per cent) belong to the other (General BPL) category of population.

Table-2.14: Details about Children's Enrollment in the EGS/AIE Centers

Sl. No.	Social Group	Target for 2007-08	Enrolled as on 30.09.2007	Difference
1	2	3	4	5
1	SC	-	498 (13.42)	-
2	ST	-	-	-
3	OBC	-	971 (26.17)	-
4	Minority	-	2015 (54.30)	-
5	Others	-	227 (6.12)	-
6	Total	-	3711 (100.00)	-

Source: SSA Programme, BSA, District- Shrawasti, U.P.

2.15. Training to the Education Volunteers (EVs):

There were 49 EVs reported to be working in the district of Shrawasti and all of them were trained. All the EVs have received orientation training. This training was imparted for 15 days during the year 2007-08. They have been trained at DIET by the experts. The training provided to the EVs is found to be sufficient as per standard laid down by SPO. It was reported that all the trainees have been given academic support by BRC/NPRC.

2.16. Educational Qualification of Education Volunteers (EVs):

A total number of 49 Education Volunteers were there in District Shrawasti. Out of these Volunteers 22 (44.90 percent) were having qualification up to high-school level, 18 (36.74 percent) EVs were having qualification up to intermediate and 9 (18.37 percent) were having qualification up to graduate and above (Table-2.15).

Table-2.15: Educational Qualification of Education Volunteers

Sl. No.	Educational Qualification	Numbers
1	High School	22 (44.90)
2	Intermediate	18 (36.74)
3	Graduates and above	9 (18.37)
4	Total	49 (100.00)

Source: SSA Programme, BSA, District- Shrawasti, U.P.

All the EGS/AIE centers running in the district have a position of district coordinator (alternate education), but this post was lying vacant as per information given by the BSA, Shrawasti. The monitoring of existing EGS centers is done through a format supplied at the district level by SPO. Not a single EGS/AIE centre made upgraded.

2.17. Children Mainstreamed From EGS/AIE Centers:

There were 795 children mainstreamed from EGS/AIE centers as on 30.09.2006 in the current financial year 2007-08. 913 children were mainstreamed during the year 2006-07. All these 913 children were mainstreamed in Government Schools (Table-2.16). Free Text books for all subjects were distributed to the children of EGS/AIE centers. The district level information provided by the BSA shows that Textbooks were being used in all the centers.

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Table-2.16: **Children Mainstreamed From EGS/AIE Centers**

Sl. No.	Details	Numbers	Remarks/ Problems
1	No. of children actually mainstreamed from EGS/AIE centers as on 30.09.2007 in the current financial year 2007-08	795	-
2	Details of the last academic year 2006-07	913	-
	1. Mainstreaming in private schools	-	-
	2. Mainstreaming in Govt. aided schools	-	-
	3. Mainstreaming in Govt. schools	913	-

Source: SSA Programme, BSA, District- Shrawasti, U.P.

Findings

- Mainstreaming has been done in government schools, as reported by the BSA, Shrawasti.

2.18. Block Resource Centre/Nyaypanchayat Resource Centre (BRC/NPRC):

The details of BRC and NRPC of Shrawasti district have been presented in Table-2.17. There were 5 BRCs and 54 NRPCs recorded during the financial year 2006-07. Along with this, there were 5 BRC coordinators and 5 assistant coordinators have been sanctioned and 3 BRC coordinators and 1 assistant coordinator were appointed. In case of NRPCs having 54 coordinators in position against a sanctioned of 54 positions in the district.

Table-2.17: **Details about BRC/NRPC**

Sl. No.	Details	Sanctioned	Opened / In Position
1	No. of BRC centers as on 31.03.06	5	5
2	No. of NRPC centers as on 31.03.06	54	54
3	No. of BRC centers in the financial year 2006-07	5	5
4	No. of NRPC centers in the financial year 2006-07	54	54
5	Details of staff in BRC: a. Coordinators b. Asst. Coordinator C. Others	5 5 -	3 1 -
6	Details of staff in NRPC: Coordinators	54	31

Source: SSA Programme, BSA, District- Shrawasti, U.P.

2.19. Children With Special Needs (CWSN):

There were 2236 CWSN children identified in the district during the financial year 2006-07. Mr. Ajit Kumar Uppadhyay (District Coordinator) informed us that aids and appliances could not be distributed yet in any school of the district, among the CWSN

candidates. It should have to be distributed in the month of November, 2007. The District authorities are planning to provide aids and appliances to the CWSN candidates in next Month i.e. January, 2008. For the purpose, 9 male resource teachers have been identified (table-2.18).

Table-2.18: Children With Special Needs (CWSN)

Sl.No.	Details	Boys	Girls	Total
1	No. of CWSN children identified in financial year 2006-07	N.A	N.A	2236
2	No. of children who have been provided with aids and appliances in financial year 2006-07	N.A	N.A	-
3	No. of resource teachers identified	9	N.A	9
4	No. of Itinerant teachers identified	N.A	N.A	-

Source: SSA Programme, BSA, District- Shrawasti, U.P.

Findings and Suggestions

- Large number of parents needs to be counseled about CWSN.
- The large number of students required aids and appliances.

2.20. National Programme for Education of Girls at Elementary Level (NPEGEL):

As per details available in this respect, which are presented in Table-2.19, the number of model school clusters 54 become functional as on 31.01.2007. The target for 3 additional class rooms has been fixed for the year 2006-07. All the 54 model clusters are having facilities of drinking water and toilet. Out of 54 model clusters 28 are electrified. All these model clusters, popularly known as **Meena Manch** were made functional in the district as on 31.01.2007. Appointment of a gender coordinator is sanctioned in the district and is in position.

A monitoring system to check the progresses in girls' education interventions were implemented as reported by the BSA, district Shrawasti.

Table-2.19: National Programme for Educational of Girls at Elementary Level (NPEGEL)

Sl. No.	Details of Facilities	Target for 2006-07	Made functional as on 31.01.2007	Difference
1	Number of model schools clusters	-	54	-
2	No. of additional class rooms to be aided.	3	-	-
3	No of model clusters with drinking water	-	54	-
4	No of model clusters with toilet facility	-	54	-
5	No of model clusters with electrification	-	28	-
6	Quantum of funds to be released	-	-	-
7	No. of ECCE centers operational under Innovation Head funds	-	-	-
8	No. of ECCE centers operational under NPEGEL	-	49	-

Source: SSA Programme, BSA, District- Shrawasti, U.P.

Finding and Suggestion

- The entire NPEGEL programme was not running properly in the district.
- This programme should be run according to the norms.

2.21. Kasturba Gandhi Balika Vidyalaya (KGBV):

The numbers of KGBVs sanctioned in the district were 3 in the year 2006-07 in the district. One was made functional by the Mahila Samakhya up to 30.09.06 in the district. Land has been identified for this KGBV and the formalities for the construction for this KGBV have been completed.

The positions of 2 wardens cum teacher, along with these 8 full time teachers, 6 part time teachers and 8 support staff (Accountant/Assistant, Peon cum Chaukidar and Cook) were sanctioned. Out of these, 2 warden cum teacher were appointed along with this, 6 full time teachers, 2 part time teachers and 6 support staff (Accountant, Peon cum Chaukidar and Cook) were also in position (Table-2.20). There were 100 students in these KGBV as reported by the BSA officials.

Table-2.20: Teaching and Other Staff in KGBV

Sl. No.	Staff	Sanctioned	In Position
1	Warden cum teachers	2	2
2	Full time teachers	8	6
3	Part time teachers	6	2
4	Support staff (accountant/assistant, peon, chowkidar and cook)	8	6

Source: SSA Programme, BSA, District- Shrawasti, U.P.

Suggestion

- The possibility to open KGBVs in all the blocks and 1 urban area of the district needs to be given due consideration.
- Sanctioned KGBV should be open as early as possible.

2.22. Details about District Information System for Education (DISE) / Educational Monitoring and Information System (EMIS):

The district has EMIS with required computer and computer operator. The data formats have been supplied to all the schools a bit late. The data collected and compiled, being regularly sent to the State Project Director as reported by the BSA. The BRC coordinators have been entrusted with the task to verify 5 percent of the data collected in the district. BRC coordinators of the district have been trained for this work. The training was organized at DIET Shrawasti for BRC coordinators in the district on 15th September 2007.

Finding

- Evaluator has found that secondary data were not made available properly due to lack of coordination among district coordinators, MIS incharge and clerical staff of BSA.

2.23 Functioning of Village/Ward Education Committees (VEC/WEC):

There were 1132 village/ward level education committees in the district where 60 per cent members of VEC were oriented with required training.

2.24. Staffing at District Level SSA Office:

The district has full-fledged staffing for running SSA programme. The position of Expert BSA, AAO, DC, Accountant, Computer Operator, and EMIS incharge were sanctioned and duly appointed in Shrawasti district.

Table-2.21: Details about District Level Officials

Sl. No.	Name of the post category wise under SSA in district office	Numbers	
		Sanctioned	In Position
1	Expert BSA	1	1
2	AAO	1	1
3	DC	1	1
4	Accountant	-	-
5	Computer Operator	-	-
6	EMIS Incharge	1	1
7	Peon	1	1

Source: SSA Programme, BSA, District- Shrawasti, U.P.

CHAPTER III

INFRASTRUCTURAL FACILITIES IN SCHOOLS

3.1 Establishment and Construction of Schools:

Out of total sample schools, 70.30 per cent have been established before ten years. 78.95 per cent primary schools and 44.00 per cent upper primary schools were established ten years back or even before. Only 5.00 per cent sample schools were established within 10 years. As against this, around 55.00 per cent schools were constructed within last 10 year. In case of primary and upper primary schools, 12.00 per cent and 8.00 per cent schools have been constructed during last 10 years in Shrawasti district.

Table 3.1: Year of Establishment and Construction

Sl. No.	Period	Primary School		Upper Primary School		All School	
		Est.	Cons.	Est.	Cons.	Est.	Cons.
1	Less 2 year (2006-07 to 2004-05)	4 (5.26)	4 (5.33)	6 (24.00)	8 (32.00)	10 (9.90)	12 (12.00)
2.	2 Years to 5 years (2003-04 to 2001-02)	9 (11.84)	16 (21.33)	6 (24.00)	6 (24.00)	15 (14.85)	22 (22.00)
3.	5 years to 10 year (2000-01 to 1996-97)	3 (3.95)	9 (12.00)	2 (8.00)	2 (8.00)	5 (4.95)	11 (11.00)
4.	10 year + (Before 1995-06)	60 (78.95)	46 (61.33)	11 (44.00)	9 (36.00)	71 (70.30)	55 (55.00)
	No. of Total Schools	76 (100.00)	75 (100.00)	25 (100.00)	25 (100.00)	101 (100.00)	100 (100.00)

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

Findings and Suggestions

- Most of the primary schools (70.30 per cent) were established before ten years and construction of 61.33 per cent of total primary schools was done before ten years.
- In case of upper primary schools, 44.00 per cent schools have been established and 36 per cent of them were constructed before ten years.
- It shows that most of the constructions were done for the completion of backlogs particularly in case of primary schools.
- More emphasis is required not only on the establishment of new schools and subsequently their construction, but also require more teachers for quality education.

3.2 Availability and Utilization of Classrooms:

Availability of classrooms and their utilization is presented in Table 3.2, which shows that maximum 10 rooms available only in 1 upper primary school out of 116 sample

schools in the district Shrawasti. But the use of rooms as classroom is recorded to be 6 as maximum only in 4 sample primary schools of the district. The availability of three rooms is found in maximum number (22) of sample primary schools constituting 29.33 per cent. The availability of two rooms in primary schools is seen hardly in any school, but the use of two rooms for class teaching is found in 17 primary schools covering 22.67 per cent and 5 in upper primary schools covering 20.00 percent. The availability of four rooms in 16 schools, five in 15 schools, six in 12 schools, 7 in 6 schools and 8 in 6 schools. But the use of these for classrooms is recorded quite low as is evident from Table 3.2.

Table 3.2: Availability and utilization of Classrooms

Availability of Rooms	Primary Schools		Upper Primary Schools	
	No. of Schools	No. of Schools with use of Class rooms	No. of Schools	No. of Schools with use of Class rooms
01	1 (1.33)	1 (1.33)	0	0
02	0 -	17 (22.67)	0	5 (20.00)
03	10 (13.33)	22 (29.33)	2 (8.00)	15 (60.00)
04	16 (21.33)	16 (21.33)	7 (28.00)	3 (12.00)
05	12 (16.00)	15 (20.00)	5 (20.00)	1 (4.00)
06	12 (16.00)	4 (5.33)	4 (16.00)	0 -
07	6 (8.00)	0 -	3 (12.00)	1 (4.00)
08	6 (8.00)	0 -	2 (8.00)	0 -
09	8 (10.67)	0 -	1 (4.00)	0 -
10	4 (5.33)	0 -	1 (4.00)	0 -
No. of Total Schools	75 (100.00)	75 (100.00)	25 (100.00)	25 (100.00)

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

In case of primary schools, a maximum of 10 rooms is recorded available in 4 schools out of existing 75 sample schools. Similarly in case of upper primary schools, a maximum 10 rooms is recorded available in 1 school out of existing 25 sample schools. The 9 rooms are also found in 1 upper primary school. The number of rooms for classroom teaching ranged from 3 to 5, but the 1, 2 and 6 room user schools are one in each category only one school used 1 room as class room. A maximum of 29.33 per cent sample schools have 3 rooms for teaching.

Findings and Suggestions

- The maximum no. of 24 (31.54 per cent) of the sample primary have 3 rooms.
- The availability of 4 and 5 rooms are also good in both types of schools.
- 29.33 per cent primary schools use three rooms and 60.00 per cent upper primary schools use three rooms for classroom teaching.
- In view of this, more existing rooms in schools should be used for teaching.

3.3 Availability of Infrastructure in Schools:

In case of sample primary schools 27.63 per cent school have boundaries. But the availability of playground is recorded 72.37 per cent in primary schools. Sports items are also found in 40.97 per cent primary schools. The availability of mats and furniture were found in 81.58 percent and blackboard in classrooms is found to be good, i.e. 97.37 per cent. Despite the availability of sports items, their use is found only in 40.97 per cent schools. There are 75 per cent primary schools have verandah in the school building. Majority of the schools (75.00 per cent) have one verandah and 0.77 per cent have more than one (Table 3.3).

In case of sample upper primary schools, 52 per cent schools have boundary and playground is available in 88.00 per cent schools. The availability of sports items were found in 68.00 per cent upper primary schools. In the schools having with sports items their use was confined to 68.00 per cent. The availability of mats, furniture and blackboard were found in all sample upper primary schools. There were 48 per cent upper primary schools have verandah and 48.00 per cent upper primary schools have single verandah. No any upper primary schools are having more than one verandah.

Table 3.3: Availability of Infrastructure in Schools

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
Play ground	55 (72.37)	21 (27.63)	22 (88.00)	3 (12.00)	77 (76.24)	24 (23.76)
Boundaries	21 (27.63)	55 (72.37)	13 (52.00)	12 (48.00)	34 (33.66)	67 (66.34)
Availability of Sport Items	34 (44.74)	42 (55.26)	17 (68.00)	8 (32.00)	51 (50.50)	50 (49.50)
Proper availability of Mats/Furniture	62 (81.58)	14 (18.42)	21 (84.00)	4 (16.00)	83 (82.18)	18 (17.82)
Black Board in Class Rooms	74 (97.37)	2 (2.63)	23 (92.00)	2 (8.00)	97 (96.04)	4 (3.67)
Use of Sport Items	31 (40.97)	45 (59.21)	15 (60.00)	10 (40.00)	46 (45.54)	55 (54.46)
Schools without Verandah	-	-	-	-	-	-
Schools with one Verandah	57 (75.00)	19 (25.00)	12 (48.00)	13 (52.00)	69 (68.32)	32 (31.68)
Schools with More than one Verandah	-	-	-	-	-	-

Source: Field Survey, SSA Programme, District Shravasti, U.P.

Findings and Suggestions

- 76.24 per cent schools have play ground.
- Only 33.66 per cent schools are with boundary walls.
- 50.50 per cent schools have sports items.
- The available sports items are used by students are in 45.54 per cent schools.
- 82.18 per cent schools have mats and furniture.
- 96.04 per cent schools have blackboards in classroom.
- 68.32 per cent schools have at least one Verandah in the campus.
- Only 2.42 per cent schools have more than one Verandah.
- Construction of school boundaries should be taken up on priority basis.
- Playground should be available in all schools.
- All schools have sports items.

3.4 Availability of Drinking Water:

It has been found that 92.11 per cent primary schools in the sample schools having drinking water facility and 84.16 per cent upper primary schools were having drinking water facility. Out of existing drinking water facilities, 11.84 per cent PS have been arranged through Swajaldhara, 28.95 per cent from SSA and 59.21 per cent other sources. In case of upper primary schools 8.00 per cent schools have drinking water facility from Swajaldhara, 24.00 per cent from SSA and 68.00 per cent from other sources. (Table-3.4)

Table 3.4: Drinking Water Facility

Particulars	Primary Schools		Upper Primary Schools		Total		
	Yes	No	Yes	No	Yes	No	
Facility Availability	70 (92.11)	6 (7.90)	15 (60.00)	10 (40.00)	85 (84.16)	16 (15.84)	
Scheme	Swajaldhara	SSA	Others	Swajaldhara	SSA	Others	Swajaldhara
Drinking Water	9 (11.84)	22 (28.95)	45 (59.21)	2 (8.00)	6 (24.00)	17 (68.00)	11 (10.89)
							28 (27.72)
							62 (61.39)

Source: Field survey, SSA programme, District Shravasti, U.P.

Findings and Suggestions

- The availability of drinking water facility is 92.11 per cent in Primary Schools and 60.00 per cent in Upper Primary Schools.
- The convergence of drinking water facility with Swajaldhara has been 10.89 per cent.
- 27.72 per cent funding of drinking water facility is done through SSA.
- The drinking water facility should be made available in all primary and upper primary schools.

3.5 Toilet Facility:

The toilet facilities are available to, 89.33 per cent boys and 89.33 per cent girls, at the primary school level. At the upper primary level, 80.00 per cent boys were having toilet facilities and 88.00 per cent girls were having this facility. The available toilet facilities were provided through SSA to 46.67 per cent sample schools at primary level and 56.00 per cent at upper primary schools. There are 2.67 per cent and 8.00 per cent facilities are made available through Total Sanitation Scheme at primary and upper primary schools, respectively. It is evident from Table-3.5 that 50.67 per cent and 36.00 per cent primary and upper primary schools provided toilet facility through other sources.

Table-3.5: Availability of Toilet Facility

Particulars	Total School		Status of Toilets		Scheme under constructed		
	With Toilet	With out Toilet	Boys	Girls	TSS	SSA	Others
Primary School	67 (89.33)	8 (10.67)	67 (89.33)	67 (89.33)	2 (2.67)	35 (46.67)	38 (50.67)
Upper Primary School	22 (88.00)	3 (12.00)	20 (80.00)	22 (88.00)	2 (8.00)	14 (56.00)	9 (36.00)

Source: Field survey, SSA programme, District Shrawasti, U.P.

Findings and Suggestions:

- Toilet facilities are available, 89.33 per cent for boys and 89.33 per cent for girls at primary schools.
- At upper primary level, the toilet facilities having 80.00 per cent for boys and 88.00 per cent for girls.
- For providing the facility, the TSS convergence should be utilized, as it is relatively low at present.

In course of survey it is revealed that many existing toilets were not in use because of multiple reasons. It was found that around 10.00 per cent existing toilet facilities were not in use at primary and upper primary schools. These were on account of improper maintenance of toilet facilities (Table-3.6).

Table 3.6: Reason for Non-use of Toilets

Reasons	Primary	Upper Primary	Total
Toilets always Locked	-	-	-
Shock pit Filled	3 (33.33)	-	3 (27.27)
Door and Seats has Creaked	4 (44.44)	1 (50.00)	5 (45.46)
Others	2 (22.22)	1 (50.00)	3 (27.27)
Total	9 (100.00)	2 (100.00)	11 (100.00)

Source: Field survey, SSA programme, District Shrawasti, U.P

Findings and Suggestions

- The toilet facilities are not used in 89.33 per cent of primary and in 88.00 per cent of upper primary schools.
- 10.00 per cent schools of the district, in which existing toilet facilities are not in use.
- This calls for additional provision of toilet facilities and the maintenance of existing facilities.

3.6 School Environment:

It was found that 88.00 per cent in primary and most of upper primary schools around (92.00 percent) have a good atmosphere and 96.00 per cent primary and 100 per cent upper primary schools' students were satisfied with proper ventilation in the classrooms. In 86.67 per cent primary and 92.00 per cent upper primary schools had proper space for students sitting. But the health facilities were reported to be provided during the last six months in 82.00 per cent sample schools.

Table No. 3.7: Environment at the schools

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
School with good atmosphere	66 (88.00)	9 (12.00)	23 (92.00)	2 (8.00)	89 (89.00)	11 (11.00)
Proper ventilation in Classrooms	72 (96.00)	3 (4.00)	25 (100.00)	-	97 (97.00)	3 (3.00)
Proper Space in Class room for sitting to student	65 (86.67)	10 (13.33)	23 (92.00)	2 (8.00)	88 (88.00)	12 (12.00)
Schools provided health facilities last 6 month	14 (18.67)	61 (81.33)	4 (16.00)	21 (84.00)	18 (18.00)	82 (82.00)

Source: Field survey, SSA programme, District Shrawasti, U.P

Findings and Suggestions

- Overall school environment is found to be good but provision of health facilities in upper primary schools is not attended properly. This should be taken up more frequently.

3.7 Condition of School Buildings:

It has been found that 20.00 per cent primary school buildings were in bad condition. In case of upper primary schools the buildings were found in good condition 52.00 per cent and 36.00 per cent were in satisfactory state in Shrawasti district.

Table 3.8: **Condition of School Buildings**

Sl. No.	Type of Schools	Good	Satisfactory	Bad	Total
1	Primary School	19 (25.33)	41 (54.67)	15 (20.00)	75 (100.00)
2	Upper Primary Schools	13 (52.00)	9 (36.00)	3 (12.00)	25 (100.00)
3	Total	32 (32.00)	50 (50.00)	18 (18.00)	100 (100.00)

Source: Field survey, SSA programme, District Shrawasti, U.P.

Findings and Suggestions

- 20.00 per cent primary school buildings are in bad shape.
- In view of this special provision of repairs should be made to consider the students' safety.

3.8 Reasons for Bad Condition:

On an average, in 15 schools out of sample primary schools those were in bad conditions, quality of construction was not found good as cracks were developed in roofs in 4 schools and cracked plaster in 8 primary schools. In 2 primary schools no doors and windows were found. 2 primary schools were having other reasons for bad conditions of the schools.

Table 3.9: **Reasons for bad Condition Schools**

Type of Schools	Cracked Roof	Cracked plasters	Non Availability of Doors/Windows	Others	Total
Primary Schools	4 (25.00)	8 (50.00)	2 (12.50)	2 (12.50)	16 (100.00)
Upper Primary Schools	1 (33.33)	1 (33.33)	-	1 (33.33)	3 (100.00)
Total	5 (26.32)	9 (47.37)	2 (10.53)	3 (15.79)	19 (100.00)

Source: Field survey, SSA programme, District Shrawasti, U.P

Findings and Suggestions

- In 20.00 per cent out of total primary schools, which are in bad conditions, there are cracks in roof and in 50.00 per cent developed cracks in plasters also. This may cause accidents. In view of this, the repair work should be taken up at the earliest.

CHAPTER IV

TEACHER TRAINING AND ENROLMENT

4.1 In Position Teachers and Attendance:

The survey and its results have shown a gap between sanctioned number of teachers and actual working teachers in the sample primary schools of Shrawasti. The average number of sanctioned teachers turns out to be around 5 in each primary school. The average number of sanctioned Head Master, Assistant Teachers and Shiksha Mitra were 1, 2.71 and 1.87 respectively, in each category. But the average number of teachers holding position presently turns out to be less than this as shown in Table-4.1.

Table 4.1: Teachers and Their Attendance in Primary Schools

Sl. No	Particulars	Head Master	Assistant Teacher	Shiksha Mitra	Total
1	No. Of sanctioned teachers	76 (100.00)	206 (100.00)	142 (100.00)	424 (100.00)
2	Average No. Of Teachers Sanctioned Per School	1.00	2.71	1.87	5.58
3	No. Of Teachers Working In The Schools	60 (78.95)	19 (9.22)	130 (91.55)	209 (49.29)
4	Average No. Of Teachers Working Per Schools	0.79	0.25	1.71	2.75
5	No. Of Teachers Found Present On The Day Of Visit	46 (60.53)	16 (84.21)	109 (83.85)	171 (81.18)
6	Average No. Of Teachers Found Present On The Day Of Visit Per Schools	0.61	0.21	1.43	2.25
7	Reason Of Absenteeism	5 (35.71)	3 (100.00)	2 (9.53)	10 (26.32)
	A. Training				
	B. Sickness	4 (28.57)	-	6 (28.57)	10 (26.32)
	C. For Salary	-	-	-	-
	D. School Related Extra Work	1 (7.15)	-	2 (9.52)	3 (7.89)
	E. On Leave	4 (28.57)	-	5 (23.81)	9 (23.68)
	F. Others (Working in Board Examinations)	-	-	6 (28.57)	6 (15.79)
	Total	14 (100.00)	3 (100.00)	21 (100.00)	38 (100.00)
8	Habitual Absentee	-	-	-	-

Source: Field survey, SSA Programme, District Shrawasti, U.P.

Average number of teachers were found present on the day of our visit was less than 1 teacher in each category except Shiksha Mitra, which was higher than one (1.43). The main reason for absenteeism of the teachers' had been their involvement in training (26.32 percent) and their sickness (26.32 percent). Busy in other activities i.e., board examinations (28.57 per cent). Apart from this reason, teachers were absent due to school related extra work (15.79 per cent), on leave (23.68 per cent) and training programme contributes (26.32 per cent) on the day of our visit. No teacher was found in the category of habitual absentees in the district Shrawati (Table 4.1).

Table-4.2: **Teachers and Their Attendance in Upper Primary Schools**

Sl. No.	Particulars	Head Master	Assistant Teacher	Total
1	No. of sanctioned teachers	25 (100.00)	89 (100.00)	114 (100.00)
2	Average No. of teachers sanctioned per schools	1.00	3.56	4.56
3	No. of teachers working in the schools	16 (64.00)	23 (25.84)	39 (34.21)
4	Average No. of teachers working per schools	0.64	0.92	1.56
5	No. of teachers found present on the day of visit	16 (100.00)	21 (91.30)	37 (94.87)
6	Average No. of teachers found present on the day of visit per schools	0.64	0.84	1.48
7	Reason of Absenteeism:	-	-	-
	a. Training	-	-	-
	b. Sickness	-	-	-
	c. For salary	-	-	-
	d. School related extra work	-	1 (50.00)	1 (50.00)
	e. On leave	-	1 (50.00)	1 (50.00)
	f. Others (Election duty etc.)	-	-	-
	Total	-	2 (100.00)	2 (100.00)
8	Habitual Absentees	-	-	-

Source: Field survey, SSA programme, District Shrawasti, U.P.

In upper primary schools around 34.21 per cent out of the sanctioned teachers were reported in position. 94.87 per cent teachers at the upper primary level were found present on the day of our team visit. The main reason of absenteeism was reported school related extra work (50.00 percent) and on leave (50.00 percent).

Findings and Suggestions

- Teacher-students ratio were not found satisfactory (1:60,)* in primary schools.
- Teacher-students ratio were found satisfactory (1:36)* in upper primary schools.
- But there is a difference between number of sanctioned teachers and in position teacher in schools.
- Teachers' attendance is also not found up to the mark.
- Efforts should be made to appoint all sanctioned teachers and proper monitoring is required to ensure teachers attendance in primary schools.

* Ratio has been taken from the No. of teachers working and No. of students enrolled as on the date of visit.

4.2 Teachers Training:

There was 62.77 per cent of the sample primary school teachers reported to have received training in Shrawasti. Maximum (68.75 per cent) teachers received training on teaching and learning. Another (14.19 per cent) have been imparted training in other assignments and remaining 8.93 per cent and 8.03 per cent teachers were trained for library work and computer training.

In case of upper primary schools, around (93.65 per cent) teachers reported to have received training in Shrawasti. Maximum (36.00 per cent) teachers received training on teaching and learning. Another (28.00 per cent) have been imparted training in computer, (28.00 per cent) has been imparted training in library and remaining 8.00 per cent teachers were trained for other programme.

In primary schools 87.50 per cent teachers attended training at DIET, 8.93 per cent at BRC and 0.89 per cent at other places. In case of upper primary schools about 52.00 per cent of the teachers who attended training programmes and got training in DIET. This is followed by BRC where 16.00 per cent, NRPC 8 percent and other places 24.00 percent.

Most of the trainers were found from other trainers followed by BRC coordinators and NRPC coordinators and DIET faculty for primary as well as upper primary school teachers (Table-4.3).

Table-4.3: Teachers Training

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	<u>Types of Training</u>			
	a. Teaching Learning	77 (68.75)	9 (36.00)	86 (62.77)
	b. Library	10 (8.93)	7 (28.00)	17 (12.41)
	c. Computer	9 (8.03)	7 (28.00)	16 (11.68)
	d. Other	16 (14.29)	2 (8.00)	18 (13.14)
2	e. Total	112 (100.00)	25 (100.00)	137 (100.00)
	<u>Training Venue</u>			
	a. DIET	98 (87.50)	13 (52.00)	111 (81.02)
	b. BRC	10 (8.93)	4 (16.00)	14 (10.22)
	c. NRPC	3 (2.68)	2 (8.00)	5 (3.65)
3	d. Other	1 (0.89)	6 (24.00)	7 (5.11)
	e. Total	112 (100.00)	25 (100.00)	137 (100.00)
4	<u>Trainers</u>			
	a. DIET faculty	89 (79.46)	17 (68.00)	106 (77.37)
	b. BRC Coordinator	16 (14.29)	4 (16.00)	20 (14.60)
	c. NRPC Coordinator	6 (5.36)	2 (8.00)	8 (5.84)
	d. Other	1 (0.89)	2 (8.00)	3 (2.19)
5	e. Total	112 (100.00)	25 (100.00)	137 (100.00)
6	Satisfied with training inputs	107 (95.54)	25 (100.00)	132 (96.35)
	Not satisfied with training inputs	5 (4.46)	-	5 (3.65)
	<u>Duration of training</u>			
	a. 1 to 3 days	80 (71.43)	11 (44.00)	91 (66.42)
7	b. 4 to 6 days	23 (20.54)	9 (36.00)	32 (23.36)
	c. 7 to 15 days	5 (4.46)	5 (20.00)	10 (7.30)
	d. Up to 30 days	4 (3.57)	-	4 (2.92)

Source: Field survey, SSA programme, District Shrawasti, U.P.

The majority of teachers attending different training programmes were satisfied with the training inputs. The teachers were satisfied with these training programmes.

An analysis of training duration indicates that 66.42 per cent trainees received training of 1 to 3 days duration, 23.36 per cent have 4 to 6 days training, 7.30 per cent received training of 7 to 14 days duration and only 2.92 per cent were up to 30 days.

Findings and Suggestions

- Around 82 per cent of working teachers have received training.
- 68.75 per cent working teachers in primary schools have received training.
- 36.00 per cent of upper primary school teachers have received working training.
- 66.42 per cent trainees received training of 1 to 3 days duration.
- 23.36 per cent trainees received training of 4 to 6 days duration.
- 7.30 per cent trainees received training of 7 to 14 days duration.
- Only 2.92 per cent teachers received training up to 30.days.
- Training module lacks training of core subjects like math, English.
- Training duration should be longer and it should be in summer vacation.
- Impact of training should be visualized on ground reality.

4.3 Enrolment and Attendance:

The total primary schools students identified in the Child Survey were found 15,256 and the number of enrolled primary students according to register were found 15,234. In upper primary level, the enrollment at school was 6992. Thus the total enrollment of boy students up to primary schools level was 99.87 per cent. However, the same is relatively higher 99.85 per cent in case of girl students. The total enrollment of boy students up to upper primary schools level was more than 98.00 per cent. However, the same is relatively higher 99.04 per cent in case of girl students. The student's attendance as per register records varied from 44.43 per cent in primary schools to 55.89 per cent in the upper primary schools. But the presence of students on the day of visit to the sample schools was found even lower than this. In primary and upper primary schools the attendance was reported 31.52 per cent and 51.31 per cent respectively.

Table 4.4: **Enrollment and Presence of Students**

Sl. No	Particulars	Total No. of student up to Sep 30, 2007	No. of enrolled students according to register	No. of present students according to register	No. of student present in the date of visit	No. of schools with low attendance
1	Primary School: No. of boys Average no. of boys per schools	7900 (103.9)	7890 (103.8)	4150 (54.6)	3643 (47.9)	75
	No. of Girls Average no. of girls per Schools	7356 (96.8)	7344 (96.6)	3879 (51.00)	3349 (44.00)	
	No. of total Students Average no. of students per school	15256 (200.7)	15234 (200.4)	8029 (105.6)	6992 (92.00)	
2	Upper Primary Schools: No. of boys Average no. of boys per schools	1456 (58.2)	1451 (58.04)	860 (34.4)	603 (24.12)	25
	No. of Girls Average no. of girls per Schools	1266 (50.64)	1266 (50.64)	717 (28.68)	615 (24.6)	
	No. of total Students Average no. of students per school	2717 (108.8)	2717 (108.68)	1577 (63.08)	1218 (48.72)	

Source: Field survey, SSA programme, District Shrawasti, U.P.

Findings and Suggestions

- There has been a difference between reported students and enrolled students.
- Only 44.43 per cent of the enrolled students were present on register and 31.52 per cent on the day of visit in primary schools.
- 55.89 per cent of the enrolled students were present on register and 51.31 per cent on the day of visit in upper primary schools.
- Measures should be taken to improve the student's attendance with the involvement of teachers of the schools and VEC members.

The main reason of student's absent was agricultural activities, which was reported to 35.53 per cent in primary schools and 40.00 per cent in upper primary schools. No students were reported absent for purposing Occasion. Other reasons like performing the marketing activities or visiting fairs and other family engagements also caused student's absence from the school.

Table 4.5: Reasons of Absenteeism among students

Sl. No.	Reason for Absent	Primary School	Upper Primary School	Total
1	Agricultural Activity	27 (35.53)	10 (40.00)	37 (36.63)
2	Local Fairs/Markets	28 (36.84)	7 (28.00)	35 (34.65)
3	Discrimination in Facilities	7 (9.21)	1 (4.00)	8 (7.92)
4	Occasion	-	-	-
5	Lack of Quality Education	5 (6.58)	-	5 (4.96)
6	Specify	9 (11.84)	7 (28.00)	16 (15.84)
7	Total	76 (100.00)	25 (100.00)	101 (100.00)

Source: Field Survey, SSA Programme, District Shrawasti, UP

Findings and Suggestions

- 36.63 per cent students were found absent due to their involvement in agricultural activities.
- 34.65 percent students were found absent due to their involvement in local fairs/markets.
- This should be discussed in length in PTAs frequently.

4.4. Efforts to Improve Students Attendance:

Efforts to improve the students' attendance were made by school authority in 76 schools in primary and 25 schools in upper primary through interaction with parents, information notice and other strivings. VEC members' efforts were made in 76 primary and 25 upper primary schools through awareness and VEC meetings. Parents Teacher Association (PTA) also involved in attendance improvement in 39 primary schools and 10 upper primary schools. In order to improve the attendance 37 sample schools have interaction with the parents, 16 schools given notices to the parents and 3 schools taken other measures. VECs have launched awareness campaign and organized meetings for the same. The role of the PTA in improving the attendance was not found satisfactory.

Table 4.6: Efforts for Improving Students' Attendance

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
	<u>Efforts made by the schools:</u>			
1	a. Interactions with parents	43 (56.58)	15 (60.00)	58 (31.68)
	b. Through Information Notice	24 (31.58)	8 (32.00)	32 (31.68)
	c. Other	9 (11.84)	2 (8.00)	11 (10.89)
	d. Total	76 (100.00)	25 (100.00)	101 (100.00)
	<u>Efforts made by V.E.C.:</u>			
2	a. Awareness in Community	35 (46.05)	12 (48.00)	47 (46.53)
	b. Meeting of VEC	39 (51.32)	10 (40.00)	49 (48.51)
	c. Others	2 (2.63)	3 (12.00)	5 (4.96)
	d. Total	76 (100.00)	25 (100.00)	101 (100.00)
	<u>Efforts made by P.T.A.:</u>			
3	a. Interaction with parents	27 (39.71)	10 (40.00)	37 (39.78)
	b. Regularly Meeting of P.T.A.	11 (16.18)	5 (20.00)	16 (17.20)
	c. Distribution of Facilities	28 (41.18)	9 (36.00)	37 (39.78)
	d. Others	2 (2.50)	1 (4.00)	3 (3.24)
	Total	68 (100.00)	25 (100.00)	93 (100.00)

Source :Field Survey, SSA Programme, District Shrawasti, UP

Findings and Suggestions

- Efforts were made by schools VEC and PTA for improving the student's attendance.
- Role of parent's teachers meetings were minimum in this respect.
- There should be more concentrated efforts and in each school to improve students attendance.
- There should be a more efficient and regular monitoring system to check students attendance.

4.5 Achievement Level of Students:

The implementation of grading system was made functional in all sample schools of district Shrawasti. Students test was conducted as per norms in each and every sample schools by our team. The grading was done in six categories i.e. A, B, C, D, E and F. In the test, which was taken in course of field visit in sample schools, the overall performance of the students of primary and upper primary is given in table 4.7. The test in primary level schools was conducted by our survey team on the basis of randomly selected students from class 5th and in upper primary students from class 8th. Table 4.7 (B1) give the picture of achievement level of sampled primary schools students, which cover three subjects-(1) Hindi, (2) English and (3) Math's. Table 4.7 (B2) give the picture of achievement level of sampled upper-primary schools students, which cover four subjects-(1) Hindi, (2) English, (3) Math's. and (4) Science. It has been found that maximum students are bellow average. It reflects the poor quality of education both at primary and upper primary level.

Table 4.7 (A): Grading System in Schools

Sl. No.	Particulars	Primary School	Upper Primary Schools	Total
1	Test of Student according Norms in School	76 (100.00)	25 (100.00)	101 (100.00)
2	Implementation of Grading System in School	76 (100.00)	25 (100.00)	101 (100.00)

Source: Field Survey, SSA Programme, District – Shrawasti, U.P.

Table 4.7 (B1): Achievement Level in Student's Test

S.I.No	Achievement Level	Primary School					
		Hindi		English		Math's	
		Reading	Writing	Reading	Writing		
1.	'A' (75% and Above)	-	-	-	-	-	-
2.	'B' (60%-74%)	-	-	-	-	-	-
3.	'C' (50%-59%)	8 (10.53)	-	-	-	-	-
4.	'D' (33%-49%)	26 (34.21)	1 (1.32)	10 (13.16)	-	6 (7.90)	
5.	'E' (1%-32%)	38 (50.00)	73 (96.05)	41 (53.95)	71 (93.42)	66 (86.84)	
6.	'F' (0%)	4 (5.26)	2 (2.63)	25 (32.89)	5 (6.58)	4 (5.26)	
7.	Total	76 (100.00)	76 (100.00)	76 (100.00)	76 (100.00)	76 (100.00)	

Table 4.7(B2) Achievement Level in Student's Test

Sl.No	Achievement Level	Upper primary Schools				
		Hindi		English		Math's
		Reading	Writing	Reading	Writing	Science
1.	'A' (75%and Above)	1 (4.00)	-	-	-	-
2.	'B' (60%-74%)	1 (4.00)	-	1 (4.00)	-	-
3.	'C' (50%-59%)	3 (12.00)	-	1 (4.00)	-	-
4.	'D' (33%-49%)	2 (8.00)	2 (8.00)	9 (36.00)	2 (8.00)	-
5.	'E' (1%-32%)	18 (72.00)	23 (92.00)	11 (44.00)	22 (88.00)	15 (60.00) 18 (72.00)
6.	'F' (0%)	-	-	3 (12.00)	1 (4.00)	10 (40.00) 7 (28.00)
7.	Total	25 (100.00)	25 (100.00)	25 (100.00)	25 (100.00)	25 (100.00)

Findings and Suggestions

- The implementation of students test as per prescribed norms was found poor in most of the cases of primary and upper primary schools. The performance of primary and upper primary school students in an exclusive test has been found very poor.
- More serious efforts are required to improve the performance of the students, teachers as well as parents.

4.6 Students Behavior with their Teachers:

Almost in 19.74 per cent students' behavior with their teacher were found good and 73.68 per cent students' behaviour found satisfactory in primary schools. A very few school teacher reported bad behaviour of students with him in primary (6.58 percent) as well as (20.00 percent) in upper primary. In case of upper primary schools, 12.00 per cent and 68.00 per cent students' behavior with their teacher is found to be good and satisfactory (Table-4.8).

Table 4.8: Behaviour of Students

Sl. No.	Behavior Of Students With Teacher	Primary School	Upper Primary School	Total
1	Good	15 (19.74)	3 (12.00)	18 (17.82)
2	Satisfactory	56 (73.68)	17 (68.00)	73 (72.28)
3	Bad	5 (6.58)	5 (20.00)	10 (9.90)
	Total	76 (100.00)	25 (100.00)	101 (100.00)

Source: Field Survey, SSA Programme, District Shrawasti, UP

Findings and Suggestions

- 17.82 per cent students' behaviour with their teachers was found good.
- Teachers should maintain their dignity and moral teaching should be done.

4.7 Age of Enrolled Students and Left Out Students:

Enrollment of students in primary school was not found as per age norms in case of 8.02 per cent of the total enrolled students in primary schools and about 14.13 per cent in upper primary schools. The proportion of the students having more than prescribed age was higher than the students enrolled with lower than prescribed age on both primary as well as upper primary schools.

Table 4.9 (A): Student Enrolled with less or more age group

Sl. No.	Particulars	Primary Schools		Upper Primary Schools	
		Less	More	Less	More
1	No. of Enrolled students with more or less age	88	329	118	112
2	No. of Schools with less or more age student	29	55	13	20
3	Average no. of enrolled student with more or less age per school	2.04	5.98	9.07	5.6

Source: Field Survey, SSA Programme, District Shrawasti, UP

Findings and Suggestions

- 8.02 per cent to 14.13 per cent of the total enrolled students have not found enrolled as per prescribed age norms in primary and upper primary schools.
- Majority of such students belongs to the higher age group. The respective VECs may take up required action to streamline the students' enrollment at the suitable age.

It has been found that 31 students out of which 19 boys and 12 girls left out the studies from primary schools. Also 10 students out of which 5 boys and 5 girls left out the studies from upper-primary schools of Shrawasti district. Out of 31 students of primary schools 21 are studding in other schools of the district. Only 10 students left out the studies with out mentioning any reason. In primary schools net student left out studies are 7 boys and 3 girls.

The total number of students in upper primary schools in the month of October, 2007 was found 2712 in Shrawasti district. It has been found that 10 students out of which 5 boys and 5 girls left out the studies from upper-primary schools of the district. All these students of upper-primary schools are studding in other schools of the district. So not even a single student has completely left out his or her studies at upper primary level (table 4.9.B).

Table 4.9(B):Left-out Students During the Study in Sampled Schools

	Primary School			Upper Primary School		
	Boys	Girls	Total	Boys	Girls	Total
No. Of student enrolled up to 30 September	7900 (100.00)	7356 (100.00)	15256 (100.00)	1456 (100.00)	1266 (100.00)	2722 (100.00)
No. Of student as per register on the month of visit(October)	7881 (99.76)	7344 (99.84)	15225 (99.80)	1451 (99.66)	1261 (99.61)	2712 (99.63)
Left out students	19 (0.24)	12 (0.16)	31 (0.20)	5 (0.34)	5 (0.39)	10 (0.37)
Left out students studying in other schools	12 (0.15)	9 (0.12)	21 (6.14)	5 (0.34)	5 (0.39)	10 (0.37)
Net students Left out schools	7 (0.08)	3 (0.04)	10 (0.07)	-	-	-

Average number of student studding in same class per schools are 6.0 in primary and 3.5 in upper-primary schools. (Table 4.9.C).

Table 4.9(C): Student Studying in Same Classes

1	No. of student studying in same class	132	21
2	No. of schools where students studying in same class	22	6
3	Average no. of student studying in same class per schools	6.0	3.5

Source: Field Survey, SSA Programme, District Shrawasti, UP.

* Percentage has been adopted from the data as on 30.09.06.

Findings and Suggestions

- Over all left out students are 31 in primary schools and 10 are in upper-primary schools but most of them are reading in other schools.
- 22 primary and 6 upper primary schools are having student's studding in same class.
- 132 students are studying (repeating) in the same classes in primary and 21 in upper primary schools.
- The girls' drop out is higher in primary schools. The overall dropout rate is higher among boys in primary and upper primary level.
- Hence, it should be considered with the introduction of new programmes to control the same.

4.8 Children with Special Needs (CWSN):

About 127 of schools going age group CWSN of the villages were enrolled in the schools. Most of the enrolled disabled children 51.97 per cent were boys and remaining 48.03 per cent were girls. Majority (31.50 per cent) of the disabled children were suffering from legs problems 46.46 percent from other problems.

Table 4.10(a): **Children with Special Needs (CWSN)**

Sl. No.	Particulars	Primary School	Upper Primary Schools	Total
1	No. of Disabled Children in Village Related to School			
	Boys	75(60.48)	14(56.00)	89(59.73)
	Girls	49(39.52)	11(44.00)	60(40.27)
	Total	124(100.00)	25(100.00)	149(100.00)
2	No. of Enrolled disabled children			
	Boys	56(52.83)	10(47.62)	66(51.97)
	Girls	50(47.17)	11(52.38)	61(48.03)
	Total	106(100.00)	21(100.00)	127(100.00)
3	Types of disability in students			
	Legs	31(29.25)	9(42.86)	40(31.50)
	Hand	17(16.04)	2(9.52)	19(14.96)
	Legs and Hand Both	7(6.60)	2(9.52)	9(7.08)
	Others	51(48.11)	8(38.10)	59(46.46)
	Total Disabled Students	106(100.00)	21(100.00)	127(100.00)

Source: Field Survey, SSA Programme, District Shrawasti, UP.

Only around 20.00 per cent of the enrolled handicapped children were provided with required appliances and aids. Average number 1.66 of parents counseling made per school about CWSN cases were also low. There were 73.27 per cent schools where having ramps.

Table 4.10(b): **Provisions for Children with Special Needs (CSWN)**

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Facilities provided to the student:			
	a. No. of student with artificial Limbs	10(50.00)	2(50.00)	12(50.00)
	b. Crutches	1(5.00)	-	1(4.17)
	c. Tricycles	-	-	-
	d. Wheel Chair	4(20.00)	1(25.00)	5(20.83)
	e. Stick for Blind	-	-	-
	f. Calicepers	-	-	-
	g. Hearing Aids	1(5.00)	-	1(4.17)
	h. Other	4(20.00)	1(25.00)	5(20.83)
2	Total	20(100.00)	4(100.00)	24(100.00)
	No. of Schools with Ramps	59(77.63)	15(60.00)	74(73.27)
3	No. of Schools without Ramps	17(22.38)	10(40.00)	27(26.73)
4	No. of Parents counseled about CWSN Care	125	32	157
5	No. of schools in which parents counseled about CWSN Care	63	20	83
6	Average no. of Parents counseled per schools	1.98	1.6	1.89

Source: Field Survey, SSA Programme, District Shrawasti, UP

Findings and Suggestions

- Enrollments of existing CWSN were 82.40 per cent in the district.
- The availability of appliances and aids were only for 20.00 per cent of enrolled students.
- It was required to enhance the availability of appliances and complete the construction of ramps in the schools.

4.9 Free Text Book Distribution:

The free text book distribution was found in the entire sample primary and upper primary schools. But 9.21 per cent in primary and 28.00 per cent students in upper primary schools had not received their books in time. In fact these books were also distributed among drop out students who have left the school. Some other students enrolled after book distributions have also not received the books. There were 16.10 per cent schools where the book distribution was delayed. In rest of the schools it had been on time. The delay in the distribution of the books to the students was mainly due to the two reasons. The first was that the books from district headquarter were send to schools were not at schedule time. The second reason was that the availability of books was not in required numbers (table-4.11).

Table 4.11: Free Text Book Distribution

Sl. No	Particulars	Primary School	Upper Primary Schools	Total
1	<u>Students provided free text books of all subjects:</u>			
	Boys	7866(52.53)	1314(50.99)	9180(52.30)
	Girls	7190(47.47)	1263(49.01)	8372(47.70)
	Total	14975(100.00)	2577(100.00)	17522(100.00)
2	No. of Schools in which book distribution delayed	7 (9.21)	7 (28.00)	14 (16.10)
3	No. of Schools in which book distribution have been done timely	69 (90.79)	18 (72.00)	87 (86.14)
4	Total No of schools in which book distributed	76(100.00)	25(100.00)	101(100.00)
5	<u>Reason for delay in text book distribution:</u>			
	a. Delay delivery from district office	7(100.00)	7(100.00)	13(92.86)
	b. Less availability of books	-	-	-
	c. Others	-	-	1(7.14)
	Total	7(100.00)	7(100.00)	14(100.00)

Source: Field Survey, SSA Programme, District Shravasti, UP.

Findings and Suggestions

- About 16.10 per cent schools did not distribute books in time.
- Main reason was less number of books supplied in time. Proper coordination between SPO, DPO and school is required.

CHAPTER V

MID-DAY MEAL PROGRAMME

5.1 Details of Mid-Day Meal in Schools:

The availability of Mid-Day Meal to the students was seen in 76 sample primary schools. The display of menu on walls was found in more than 96.05 per cent schools but the supply of food according to the menu is found in 67.11 per cent schools. The availability of green vegetable in food was found only in 72.37 per cent schools where Mid-Day Meal scheme is running.

Non-availability of food items was said to be the reason in around 60.00 per cent schools for not providing food according to the menu. Lack of utensils was found to be the other reason in 24.00 per cent schools. Remaining 16.00 per cent schools have given some other reasons for not supplying the food as per menu.

The average number of student per school taken food before the day of team visit turns out to be 120.33. But the average number of students on the day of visit was found to be around 106.88 students per school as per counting by team. There were total 291 students (about 4.22 students per school) who bring lunch from their home (Table-5.1 A).

The availability of food according to menu was found only in 67.16 per cent schools on the day of the visit. About 59.70 per cent of the students in these schools found satisfied with the quality of food getting under MDM scheme. At the same time, almost 58.21 per cent students were happy with the quantity of food supplied under the scheme in sample schools. The students, who were not happy with the available MDM, complained for quality in 11 schools and in 9 complained for less quantity. In 97.37 per cent schools, the students bring utensils from home for taking the food. There were 65.62 per cent female cooks and 34.38 per cent male (Table-5.1 B).

Table-5.1 (A): Details about Mid Day Meal in Schools

Sl. No.	Particulars	Numbers
1	No. of Schools in which menu written on wall	73(96.05)
2	No. of Schools in which menu have not written on wall	3(3.95)
3	No. of Schools in which food supplied to the students according to menu	51(67.11)
4	No. of Schools in which food have not supplied to the students according to menu	25(32.89)
5	No. of schools in which green vegetables available in food	55(72.37)
6	No. of schools in which green vegetables have not available in food	21(27.63)
7	Reasons for not cooking food according to menu a. None availability of food items b. Lack of utensils c. Others	15(60.00) 6(24.00) 4(16.00)
8	No. of students bring lunch from home	291(4.22)
9	Per school Average No. of students bring lunch from home	-
10	No. of beneficiaries before one day from visit	8303
11	Average No. of beneficiaries before one day from visit per school	120.33
12.	No. of students taken food on the day of visit a. According to register b. Average According to register c. Head counts d. Average Head counts	- 7375 106.88 6367 92.27

Source: Field survey, SSA programme, District Shrawasti, U.P.

* Food was not cooked in 9 Schools.

Table-5.1 (B): Mid-Day Meal on the Day of Team Visit

Sl. No.	Particulars	Numbers
1	No. of schools in which food have been given according to menu	45(67.16)
2	No. of schools in which food have not been given according to menu	22(32.84)
3	No. of schools in which students are happy with the quality of food	40(59.70)
4	No. of schools in which students are not happy with the quality of food	27(40.30)
5	No of schools in which students are happy with the quantity of food	39(58.21)
6	No of schools in which students are not happy with the quantity of food	28(41.79)
7	Reasons for the students are not happy with the Mid Day Meal: a. Food have not been cooked according to menu b. Lack of quality c. Lack of Quantity d. Others	- 11(40.74) 9(33.33) 7(25.93)
8	No of Schools in which students bring the utensils from the home	74(97.37)
9	No. of male cooks in the schools	33(34.38)
10	No. of female cooks in the schools	63(65.62)

Source: Field survey, SSA programme, District Shrawasti, U.P.

*Food was not cooked in 9 School Average drawn from 69 schools.

5.2 Social Status of Cooks:

Considering the social categories of cooks only 10.42 per cent cooks were SC, 62.50 per cent belonging to OBC groups and remaining 27.08 per cent belonging to the other (general) castes. Regular payment to cooks is found in 81.58 per cent schools. The average amount of monthly payment to cooks turns out to be around Rs.802.63.

Table 5.2: Status of Cooks under MDM

Sl. No.	Particulars	Numbers
1	Social Categories of Cooks: a. Schedule Caste b. OBC c. Minority d. Others	10(10.42) 60(62.50) 26(27.08)
2	No of School in which cooks have been paid regularly	62(81.58)
3	No. of schools in which cooks have not been paid regularly	14(18.42)
4	Average amount for cooks have been paid per month	802.63

Source: Field survey, SSA programme, District Shrawasti, U.P.

Findings and Suggestions

- The availability of food according to menu under MDM programme was having some problem in 22 sample schools.
- The payment of cooks was not regular in more than 18.42 per cent schools.

5.3 Infrastructure of MDM Programme:

There were about 95.11 per cent (70) sample schools having kitchen facility. Out of remaining 7.89 percent (6) schools, cooking was being done in open ground in 5 schools, outside the school in 1 school. The storage of food items was found within the school in 13.16 per cent schools, at Pradhan's residence in 75.00 per cent schools, at PDA shop in 10.53 per cent schools and 1.31 per cent schools storage its food item at other places (Table-5.3).

Majority of (98.46 per cent) schools have proper register for MDM. There was 82.89 per cent of the sample schools with required utensils in the kitchen. The funds for purchasing utensils were made available from SSA in 78.95 per cent schools. The remaining schools have got funds from community (7.89 per cent) and other sources (13.66 per cent). The use of LPG as fuel for cooking is seen in (43.42 per cent) schools. But, the use of fuel wood is reported maximum in (56.58 per cent) schools.

Table 5.3: Infrastructure for MDM

Sl. No.	Particulars	Numbers
1	No of school with kitchen	70(95.11)
2	No of school without kitchen	6(7.89)
3	<u>Venue for cooking in which schools kitchen have not been constructed</u> a. Open ground b. Cooked form outside c. others	5(83.33) 1(16.67)
4	No. of schools with availability of safe drinking water	69(90.79)
5	No. of schools without availability of safe drinking water	7(9.21)
6	<u>Place for food item storage</u> a. In school b. At Pradhan's residence c. At PDA shop d. Others	10(13.16) 57(75.00) 8(10.53) 1(1.31)
7	No. of schools with proper register for MDM	74(97.37)
8	No. of schools without proper register for MDM	2(2.63)
9	No of schools with required utensils in kitchen	63(82.89)
10	No of schools without required utensils in kitchen	13(17.11)
11	<u>Source of Funds used in utensils purchasing</u> a. SSA b. Community Fund c. Others	60(78.95) 6(7.89) 10(13.16)
12	<u>Fuel used in cooking</u> a. LPG b. Kerosene Oil c. Fuel Wood d. Other	33(43.42) - 43(56.58)

Source: Field survey, SSA programme, District Shravasti, U.P.

5.4 Cleanliness and Inspection of MDM:

The awareness about washing hands before taking meal, use of clean utensils and other norms relating to ideal social order is found in most of the sample schools.

Table 5.4: Awareness and Food Inspection

Sl. No.	Particular	Numbers/ Schools
1	Students made aware about a. Students must wash their hands before and after taken food b. Take & eat food in organized way c. Keep the water for utensil cleaning d. Nobody make differentiation on the basis of Caste/gender/disability at the time of taken food	70(92.12) 62(81.58) 62(81.58) 46(60.53)
2	No of schools in which MDM inspected regularly	67(88.16)
3	Inspection authority a. Community/Parents b. VECs c. School teachers	1(1.32) 5(6.58) 61(80.26)
4	Duration/Frequency of Inspection a. Daily b. Often c. Sometime	41(53.34) 12(15.79) 14(18.42)

Source: Field survey, SSA programme, District Shrawasti, U.P.

Regular inspection of MDM programme was found in 88.16 per cent schools. The most of the inspections were made by school teachers. The role of VECs in inspection of MDM is not found satisfactory in this district.

5.5 Supply of Micro-Nutrients:

The supplements of micro-nutrition to the students were available only in the 2 schools by 1 ANM and 1 by other and once in a month.

Table 5.5: Food Supplements

Sl. No.	Particulars	Numbers/Schools
1	No. of Schools in which micro nutrition supplement provided to the student	2 (2.63)
2	No. of Schools in which micro nutrition supplement have not been provided to the student	74 (97.37)
3	Micro-nutrition supplement providers: a. ANM b. Others	1(50.00) 1(50.00)
4	Duration/Frequency of Micro-nutrition supplement as provided: a. Once in a month b. Twice in a month	2(100.00) -

Source: Field survey, SSA Programme, District Shrawasti, U.P

5.6 **Parents and VEC Participation in MDM:**

As per the survey results, the parents and VEC participation in MDM scheme was found satisfactory in 71.05 per cent schools with respect to daily supervision. But in terms of cooperation through contribution of cash and items, it was reported to be satisfactory 31.58 per cent schools. In 65.79 per cent school, it was found poor.

Table 5.6: Participation of Parents/VECs in MDM

Sl. No.	Participation of Parents/VECs in MDM	Daily supervision of MDM	Cooperation through contribution of cash/Items
1	Very Good	-	
2	Good	13(17.11)	2(2.63)
3	Satisfactory	54 (71.05)	24(31.58)
4	Bad	9 (11.84)	50(65.79)
	Total Schools	76(100.00)	76(100.00)

Source: Field survey, SSA Programme, District Shravasti, U.P.

Findings and Suggestions

- Around 7.89 per cent schools were not having kitchen.
- Even in those schools where kitchen was available, food was cooked outside of the schools.
- 17.11 per cent schools do not have required utensils.
- Despite awareness of cleanliness, the students during MDM do not follow it.
- 71.05 per cent schools were inspected regularly for MDM.
- Only 2 (2.63 per cent) schools were provided with micro-nutrition supplement.
- Overall participation of parents and VEC in MDM was not satisfactory.

CHAPTER VI

VECs, GRANTS AND T.L.M

6.1 VEC Members:

There were 381 VEC members in 101 samples of primary and upper primary schools in the district Shrawasti. Thus, each sample school had 5 to 6 VEC members. Most of the schools do not have parent's representation in VEC. About 75.75 per cent of the VEC members were female and 24.25 per cent were males.

Table 6.1: Gender wise VEC members

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1	Female	133 (76.44)	248(75.38)	381(75.75)
2	Male	41(23.56)	81(26.62)	122(24.25)
	Total	174(100.00)	329(100.00)	503(100.00)

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

The caste-wise composition shows approximately 26.24 per cent members belong to SC category, 51.49 per cent members belong to OBC category in VEC of primary and upper primary schools in the district. Minorities were not any representation and 22.27 per cent belonging to general category in village Education Committees.

Table 6.2: Social category wise VEC Members

Sl. No.	Caste	Primary School	Upper Primary School	Total
1	SC	97(25.46)	35(28.69)	132(26.24)
2	Minority	-	-	-
3	OBC	198(51.97)	61(50.00)	259(51.49)
4	General	86(22.57)	26(21.31)	112(22.27)
	Total	381(100.00)	122(100.00)	503(100.00)

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

Findings and Suggestions

- Average number of VEC members was found low representation of parents.
- The female and caste-wise composition of VEC was as per norms.
- The parent's representation in VECs should be emphasized.

6.2 VEC Meetings:

As per norms VEC meetings to be held every month in every school. But the survey indicated that meetings were held in 84.16 per cent schools. The frequency of meetings was also recorded to be unsatisfactory. On an average 1.95 meetings have been held in schools during the last six months.

Table 6.3 (A): Details about VEC Meeting

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	<u>No. of School organized meeting:</u> a. Yes b. No	63(82.89) 13(17.11)	22(88.00) 3(12.00)	85(84.16) 16(15.84)
2	Total No. Of Meetings Average No. of Meeting only last 6 months	151 (1.99)	46 (1.84)	197 (1.95)

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

The agenda of meetings comprised of cultural programmes, cleanings of school, election, pulse polio immunization programme, school maintenance, mid-day meal, students' scholarship, enrolment and attendance, etc. is presented in Table 6.3 B.

Table 6.3 (B): Agendas of VEC Meetings

Sl. No.	Meeting Agenda	Primary Schools	Upper Primary Schools	Total
1	For New building	12(7.95)	6(13.04)	18(9.14)
2	Recruitment of Shiksha Mitra	18(11.92)	4(8.70)	22(11.17)
3	For improvement of presence	21(13.91)	8(17.40)	29(14.72)
4	Enrollment	22(14.57)	6(13.04)	28(14.21)
5	For Pots, Food and recruitment	3(1.99)	1(2.17)	4(2.03)
6	Polio Drop	6(3.97)	1(2.17)	7(3.55)
7	Mid day meal	14(9.27)	3(6.52)	17(8.63)
8	Discussion	11(7.28)	3(6.52)	14(7.11)
9	All maintenance work	14(9.27)	3(6.52)	17(8.63)
10	For committee	4(2.65)	2(4.35)	6(3.04)
11	Cleaning	17(11.26)	6(13.05)	23(11.68)
12	Scholarship	3(1.99)	2(4.35)	5(2.54)
13	Free dress	6(3.97)	1(2.17)	7(3.55)
14	Utilization of Money	-	-	-
15	Plantation	-	-	-
16	For Welcome of Secretary	-	-	-
17	Recruitment	-	-	-
18	Cultural Program	-	-	-
19	Formation of Education Committee	-	-	-
	Total	151 (100.00)	46 (100.00)	197 (100.00)
	No. of Sample Schools	76	25	101

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

The representation of female members in meetings was recorded 34.54 per cent and 13.22 per cent SC (within male).

Table 6.4: Sex and Caste-wise VEC Members Attending the Meeting

Sl. No.	Gender	Primary Schools	Upper Primary Schools	Total
1.	Female	119 (34.80)	38 (33.93)	157 (34.54)
2.	Male	223 (65.20)	74 (66.07)	297 (65.42)
3	Caste distribution among Male: a. SC b. Other	41 (11.99) 301 (88.01)	19 (16.96) 93 (83.04)	60 (13.22) 394 (86.78)
	Total Member (Male + Female)	342	112	454

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

Findings and Suggestions

- Members attended VEC meetings adequate female member's representation.

6.3 VEC Training:

The VEC members were imparted in training 78.95 per cent of primary and 80.00 per cent of upper primary schools. About 27 per cent in primary and 25.73 per cent of upper primary school VEC members have been trained. The VEC members of schools where training was imparted expressed their opinion about the quality of training. The opinion of 3.33 per cent primary and no opinion of upper primary schools regarded training as best. 10.00 per cent of primary and 15.00 per cent of upper primary school members training has been good. It was rated as satisfactory by 73.33 per cent and 70.00 per cent school members in primary and upper primary schools, respectively. Out of these 13.13 percent primary and 15.00 percent upper primary school member regarded training as bad. All the VEC members are trained by BRC and NRPC coordinators.

Table 6.5: Details about VEC Training

Sl. No.	Gender	Primary School	Upper Primary Schools
1	No. of Schools organized training of VEC members	60 (78.95)	20 (80.00)
2	No. of trained members Average per schools	180 (2.37)	65 (2.60)
3	Reaction of trained members in school regarding training: Best Good Satisfactory Bad	2(3.33) 6(10.00) 44(73.33) 8(13.33)	- 3(15.00) 14(70.00) 3(15.00)
	Total Schools organized training	60 (78.95)	20 (80.00)

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

Findings and Suggestions

- Around 78.95 per cent of primary and 80.00 per cent of upper primary schools VEC members imparted in training.
- About 180 of primary and 65 of upper primary schools VEC members were trained.
- The training should be necessary to all VEC members.

6.4 Role of VEC for Improving the School Conditions:

As per the opinion of school teachers, it has been found that only in 0.33 per cent primary schools, the role of VEC members has been best for improving the school conditions relating to enrolment and presence of teacher. In 17.43 per cent of the schools, their role of VEC was found good. In 62.83 per cent schools, VEC role was regarded as satisfactory. But in more than 19.41 per cent schools their role was found poor in case of primary schools (Table-6.6).

The role of VEC was reported well in 11.00 per cent of the upper primary Schools. In 59.00 per cent of the sample schools was found satisfactory. But in 29.00 per cent schools their role was found poor.

Table 6.6: Role of VEC for improving the conditions of Schools

Sl. No.	Particulars	Atmosphere	Enrollment of Students	Present of teacher	Present of Student	Total
1	<u>Primary School:</u>					
	a. Best	1 (1.32)	-	-	-	1 (0.33)
	b. Good	9 (11.84)	26 (34.21)	15 (19.74)	3 (3.95)	53 (17.43)
	c. Satisfied	47 (61.84)	44 (57.90)	57 (75.00)	43 (56.58)	191 (62.83)
	d. Bad	19 (25.00)	6 (7.89)	4 (5.26)	30 (39.47)	59 (19.41)
s2	Total	76 (100.00)	76 (100.00)	76 (100.00)	76 (100.00)	304 (100.00)
	<u>Upper Primary Schools:</u>					
s2	a. Best	1(4.00)	-	-	-	1(1.00)
	b. Good	4(16.00)	2(8.00)	3(12.00)	2(8.00)	11(11.00)
	c. Satisfactory	15(60.00)	15(60.00)	20(80.00)	9(36.00)	59(59.00)
	d. Bad	5(20.00)	8(32.00)	2(8.00)	14(56.00)	29(29.00)
	Total	25 (100.00)	25 (100.00)	25 (100.00)	25 (100.00)	100 (100.00)

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

Findings and Suggestions

- VECs' role in improving overall school conditions were found to be the best in 0.33 per cent in primary schools.
- 17.43 per cent of primary and 11.00 per cent upper primary schools VEC members' role were found good.
- Their satisfactory role was reported in 62.83 per cent in primary and 59.00 per cent in upper primary schools.
- In around 19.41 per cent of primary and 29.00 per cent of upper primary schools VEC members' role was found poor.
- The role of VECs' should be deemed more important for improving schools conditions. Hence, VEC members should play more active role in this respect.

6.5 Grants for Schools:

As per information collected from the school register and pass books regarding receiving and expenditure of school grants of primary schools for the year 2006-07 indicate that 100 per cent of grants under different heads has been received, during the financial year 2006-07 in the district is given in Table-6.7.

Table 6.7: Head wise Grants for Primary Schools (2007-08)

Sl. No.	Head of Aid	Received	Expenditure
1.	School maintenance aid Average per school	380000 (100.00)	325000 (85.53)
2.	School development Average per School	15000 (100.00)	15000 (100.00)
3.	Honorarium for Para teacher (Shiksha Mitra) Average per School	1048900 (100.00)	995500 (94.92)
4.	Construction of Building Average per School	272500 (100.00)	175000 (64.22)
5.	Construction of Rooms Average per School	1227600 (100.00)	179600 (14.53)
6.	Construction of Toilet Average per School	8000 (100.00)	8000 (100.00)
7.	Construction of Boundary Average per School	60000 (100.00)	60000 (100.00)
8.	TLM	469	469
	Average per School	(100.00)	(100.00)
9.	Ramps Construction Average per School	19500 (100.00)	19500 (100.00)
10.	NPEGEL Average per School	1319712 (100.00)	947888 (71.83)
11.	Honorarium for Acharya Average per School	156974 (100.00)	13850 (88.36)
12.	Others Average per School	160224 (100.00)	18542 (11.56)

Source: Field Survey, SSA Programme, District Shravasti, U.P.

Table 6.8: Head wise Grants for Upper Primary Schools (2007-08)

Sl. No.	Head of Aid	Received (Rupees)	Expenditure (Rupees)
1	School maintenance aid Average per school	125000(100.00) 5000	120000(96.00) 4800
2	School development Average per School	10000(100.00) 400	125000(100.00) 400
3	Construction of Building	135000(100.00) 5400	125000(100.00) 5000
s4	Construction of Rooms Average per School	120000(100.00) 4800	90000(75.00) 3600
5	Construction of Toilet Average per School	2000(100.00) 80	2000(100.00) 80
6	Construction of Boundary	-	-
7	TLM Average per School	-	-
8	Ramps Construction Average per School	-	-
9	NPEGCC Average per School	293400(100.00) 11736	70000(23.86) 2800
10	Harmonium for Acharya Average per School	-	-
11	Others Average per School	14000(100.00) 560	14000(100.00) 560

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

In case of upper primary schools, the utilization of received grants has been depicted in table 6.8. Under the head of school construction, boundary construction, honorarium for Acharya the grants have also been received by the VECs.

Findings and Suggestions

- Money has been withdrawn from account in most cases and construction work has also started.
- For different types of constructions, unutilized grants are found.
- Through better monitoring of construction work and fund utilization, expected results can be achieved.

6.6 Availability of Construction Records with VEC:

The survey results indicated only 68.42 per cent primary and 68.00 per cent upper primary schools' Village Education Committees were having construction work manual. Only 51.32 per cent VECs have proper up keeping of funds records at primary and 60.00 per cent in upper primary level. In 65.79 per cent primary schools and in 52.00 per cent upper primary schools, VECs were not having any account regarding the construction work of the schools.

Table 6.9: Availability of Construction related records with VEC

Sl. No.	Particulars	Primary School	Upper Primary Schools
1	Construction work manual with village education committee	52 (68.42)	17 (68.00)
2	Construction related manual not with VECs	24 (31.58)	8 (32.00)
3	No. of VEC with proper up keep of Fund's records	39 (51.32)	15 (60.00)
4	No. of VEC without proper up keep of funds update	37 (48.68)	10 (40.00)
5	No. of VEC having accounts of school related construction work/items	26 (34.21)	12 (48.00)
6	No. of VECs not having accounts for school related construction work/items	50 (65.79)	13 (52.00)
	No. of total schools	76(100.00)	25(100)

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

Findings and Suggestions

- Most of the VECs did not have school construction related records.
- This is one of the main reason of funds misuse and slow progress of construction work in schools.

6.7 Teaching Learning Materials (TLM):

As per information received from all the sample schools, it has been observed that no TLM amount in any school of the district has been distributed yet. The district authorities could not give any satisfactory answer, regarding the delay of TLM amount, to our survey team. So no further information could be gathered regarding the TLM.

Findings and Suggestions

- No TLM amount in any school of the district has been distributed yet.
- TLM should be distributed in all the schools of the district without losing time.
- It should be necessary for teachers to use TLM regularly.

CHAPTER VII

CIVIL WORK

7.1 Construction of School Buildings:

The construction of new school buildings was in progress only in 3 primary schools. No upper primary school was under construction at the time of survey. Therefore, the status of construction of new upper-primary school buildings could not be obtained. It has been found that one primary school completed up to door level and 2 primary schools completed up to finishing level (Table-7.1).

Table 7.1: Construction of School Buildings

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	No. of School Buildings under Construction	3 (3.95)	-	3 (2.97)
2	Progress of Construction (No. 7): Foundation Level Up from Doors Level Completing Roof Final Finishing	- 1(1.32) - 2(2.63)	- - - -	- 1(99.9) - 2(1.98)
	Total no. of Sample Schools	76 (100.00)	25 (100.00)	101 (100.00)

Source: Field Survey, SSA Programme, District Shravasti, U.P.

It has been found that 8 primary schools (10.53 per cent) and 2 upper primary schools (8.00 per cent) were under extra room construction stage. Out of these 6 primary schools, 2 schools were constructing one room and 2 schools were constructing more than two rooms there. Similarly in 8 upper primary schools, 2 were constructing single room while 3 schools were constructing more than two rooms there. The details of construction of school building are given in (Table 7.2). Most of the cases work progress was found nearer to completion under other category. Work was found slow in 3 primary schools and was it at foundation level. No school was found up to the door level. Majority of the cases supervision of construction work made by the head masters and teachers, except 2 primary school where construction work were supervised by the teachers. However, it should be strictly prohibited the engagement of teaching staff in the construction work.

Table 7.2: Construction of Extra Rooms

Sl. No.	Particulars	Primary Schools	Upper Primary Schools
1.	No. of Schools under extra room construction	8 (10.53)	2 (8.00)
2.	No. of schools one room constructed	6 (75.00)	2 (100.00)
3.	No. of schools more than two room constructed	2 (25.00)	-
4.	<u>Progress of Extra rooms construction</u>		
	a. Foundation level	1 (12.50)	2 (100.00)
	b. Up from doors level	-	-
	c. Completing roof	1 (12.50)	-
	d. Others	6 (75.00)	-
5.	<u>In charge of construction work</u>		
	a. Head Master	6 (75.00)	2 (100.00)
	b. Teacher	2 (25.00)	-
	c. ABRC		

Source: Field Survey, SSA Programme, District Shravasti, U.P.

7.2 Installation of Hand Pumps and Construction of Toilets:

There was no any school found where the installation work of hand pumps seen in progress. None of the installation of hand pump was recorded to be under Swajaldhara and through other schemes in primary and upper primary schools. There were 5 more hand pumps proposed for installed in the schools of the sample area. Out of these, 1 in primary and 4 in upper primary schools. There was only 2 toilet recorded under construction in sample primary schools and 1 in upper-primary school under Sarva Shiksha Abhiyan and in other scheme. 3 more toilets were proposed for construction in sample schools. Out of these 2 were in primary and 1 were in upper primary schools (table-7.3).

Table 7.3: Installation of Hand Pumps and Construction of Toilets

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	No. of School under Installation of Hand Pumps for Drinking Water	-	-	-
2	Schemes of Hand Pumps Installation: Swajaldhara SSA Others	- - -	- - -	- - -
3	No. of Schools with Proposed Hand Pumps	1(1.32)	4(16.00)	5(4.96)
4	No. of Schools with under Construction of Toilets	2(2.63)	1(4.00)	3(2.97)
5	Schemes for Toilets: TSS SSA Others	- 1(50.00) 1(50.00)	- 1(100.00)	- 1(33.33) 2(66.67)
6	Proposed no. of Toilets in Schools	2 (2.63)	1 (4.00)	3 (2.97)

Source: Field Survey, SSA Programme, District Shrawasti, U.P.

7.3 Technical Supervision of Construction Work:

There were 15 schools in which JEs found engaged in the technical supervision of different kinds of construction work. Out of these 11 were primary schools and 4 were upper primary schools. Out of total supervisions on 13 sites, JEs belongs to block level and on 2 site supervision has been done by the Tehsil level.

Table 7.4: Status of Technical Supervisors

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	No. of Schools in which JEs Supervising the Civil Work	11 (14.47)	4 (16.00)	15 (14.85)
2	Schools Supervised by Different Level JEs: Block Level Tehsil Level District Level	9(81.82) 2(18.18) -	4(100.00) - -	13(86.67) 2(13.33) -
	Total No. of sample Schools	76	25	101

Source: Field survey, SSA Programme, District Shrawasti, U.P.

The inspections of construction sites were reported in all 15 sample schools. It has been reported that the frequency of inspection was reported to be 1 to 2 times in both the cases as reflected from the following Table No. 7.5. The investigators have found that most of the construction work was satisfactory. So most of the work have been reported as satisfactory. Only 12.50 per cent work have been reported as good. Due to the lack of commitment and appropriate material, the construction work was slow.

Table 7.5: Inspection and Views about Construction Work

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1.	Inspection of construction work on spot by technical employee	6 (100.00)	2 (100.00)	8 (100.00)
2.	<u>No of times inspections was done before survey</u>			
	a. One time	4(66.67)	1(50.00)	5(62.50)
	b. Two time	2(33.33)	1(50.00)	3(37.50)
	c. Three and more time	-	-	
3.	<u>Level of Inspection</u>			
	a. At the Foundation level	3(50.00)	2(100.00)	5(62.50)
	b. Up to doors level	-	-	
	c. Linter level	-	-	
	d. Other	3(50.00)	-	3(37.50)
4.	<u>Views of investigators regarding construction work</u>			
	a. Good	-	1(50.00)	1(12.50)
	b. Satisfactory	6(100.00)	1(50.00)	7(27.50)
	c. Unsatisfactory	-	-	-
5.	<u>Comments of investigator in condition of unsatisfactory construction work</u>			
	a. Low quality of building material	-	-	-
	b. Slow construction work	-	-	-
	c. Lack of appropriate use of material	-	-	-

Source: Field survey, SSA Programme, District Shravasti, U.P.

* Percentage was made from the sampled schools engaged in construction work.

Findings and Suggestions

- The unsatisfactory construction work has not been reported.
- The main reasons of poor work were lack of appropriate materials, low quality of construction work and lack of commitment.
- Teaching staff should not be involved in construction work at all.

CHAPTER VIII

OTHER PROGRAMMES AND BRC/NPRC INPUT

8.1 Kasturba Gandhi Balika Vidyalaya (KGBV):

3 KGBV were sanctioned in district Shrawasti and 1 has been surveyed. KGBV, Sirsiya, was running in a rented building by an NGO namely Mahila Samakhya. The distance of KGBV from the district head quarter is 25 km. It has been found that this KGBV was running in a rented building the condition of building was found very well. The land for its own building had been identified by the government and the construction of building has been sanctioned.

8.1.1 Teachers and Other Staff in KGBV:

The details about teaching and other staff are presented in the Table-8.1. This Table indicates that 1 warden cum teacher, 4 full time teachers, 3 part time teacher, 1 accountant, 1 peon and 1 cooks and no other staff have been sanctioned for KGBV, Sirsiya, in district Shrawasti. Out of sanctioned positions for this KGBV 1 warden cum teacher, 3 full time teachers, 1 part time teacher, 1 accountant, 1 peon, 1 cooks and no other staff were found in position. Only 1 seat of full time teacher and 2 part time teachers were vacant in this KGBV.

Table-8.1: Teachers and Other Staff in KGBV, Sirsiya, Shrawasti.

Sl. No.	Designation		Sanctioned	In Position
1	Warden cum Teacher		1	1
2	Teachers	Full Time	4	3
		Part Time	3	1
3	Accountant		1	1
4	Assistant		-	-
5	Peon		1	1
6	Chaukidar		1	1
7	Cook		1	1
8	Others		-	-

Source Field Survey, SSA Programme, District Shrawasti, U.P.

8.1.2 Social Categories of Students in KGBV:

As per data presented in the Table-8.2, 100 girls have been enrolled in KGBV, Sirsiya. Out of these 37 students belong to SC category, 5 belong to ST, 24 OBC, 29 Minority and 5 students belong to the other/general category.

Table- 8.2: Social Category of Students in KGBV

Sl. No.	Social Category of Students	Number of Students
1	Schedule Caste	37
2	Schedule Tribe	5
3	Other Backward Caste	24
4	Minorities	29
5	Others General (Below Poverty Line)	5
	Total	100

Source Field Survey, SSA Programme, District Shrawasti, U.P.

The KGBV in the district was found functioning in their own building by an NGO namely Mahila Samakhya. The existing furniture for the students and the space for class room were sufficient. The toilet facility was good for the girls. The security staff for the teachers and girls living in hostel was not available in the school. School bags and cloths provided to the students were found neat and clean. Use of LPG was found in cooking.

8.2.1 Residential Bridge Course (RBC):

At time of field survey (November, 2007), it has been found that not even a single RBC was running in district. So no further information could be gathered regarding RBC. of district Shrawasti.

8.3.1 Status and Staff of NRBC:

At time of field survey (November, 2007), it has been found that not even a single NRBC was running in district. So no further information could also be gathered regarding NRBC of district Shrawasti.

Findings and Suggestions

- It has been found that 3 KGBV was running in the district.
- The payment of EGS/AIE teachers has been found irregular.
- The students' attendance in the alternative schooling centers was well.
- Most of the EGS/AIE centers were not functioning properly.
- It has been found that on RBC and NRBC are running in Shrawasti district.

8.4 National Programme for Education of Girls at Elementary Level (NPEGEL):

There were a total number of 54 NPEGEL functioning in the district. Survey has been conducted in 5 sampled NPEGEL centers. A grant, sum of Rs.26,000.00 was received by the cluster model schools during the financial year 2006-07. The grant was being used for the construction of extra rooms in 2 schools. There were total 381 girls found enrolled in these NPEGEL. The free books have been supplied in 23 NPEGEL centers. All the 11 NPEGEL centers were located in the buildings of the Upper Primary Schools (Table 8.3).

Table 8.3: Details of Sample NPEGEL Centers

Sl. No.	Particulars	No./Amount/Percentage
1.	No. of Model cluster school Surveyed	5
2.	No. of Model cluster schools received amount in financial year (2006-07)	2
3.	Total Amount received Amount Average per school	26000.00 (5200)
4.	No of model cluster school under civil work a. Extra Room b. Drinking Water c. Toilet	3 1 2
5.	No of school with electrified	-
6.	No. of school with ECCE	-
7.	No of School teacher trained with sanitation	-
8.	No. of school required amount for TLM, Library, Game, skill training	-
9.	Total no. of Girls enrolled Average per school	381 (76.20)
10.	No of school provided free text book to enrolled girls	23

Source: Field survey, SSA Programme, District Shrawasti, U.P.

8.5 Education Guarantee Scheme (EGS), AIE and Madrasa:

There were 51 EGS, 31 AIE and 2 Madrasa serving in the district Shrawasti. The sample EGS were located in sample blocks of the district. The sample AIE was found in the location of town areas. The 1 sampled Madrasa was funded by SSA in district Shrawasti. 4 EGS and 2 AIE centers were established during 2001. 1 EGS and 1 AIE center was established in 2002. The payment was reported regular in 3. The payment of Rs.1000/- per month was made in each center (Table 8.4).

Table 8.4: EGS/AIE& Madarsa Centers in Shrawasti.

Sl. No.	Particulars	EGS	AIE	Madrasa	Total
1.	Total no	51	31	2	84
2.	No of sample Centers	5	3	1	9
3.	a. Permanent Place b. Temporary Place	3 2	2 1	1 -	6 3
4.	Establishment Year				
	a. 2001 b. 2002	4 1	2 1	1 -	7 2
5.	No of Acharya Trained	5	3	1	9
6.	Payment to Acharya (Rs.1000/month)	5000	3000	-	8000
7.	Regular Payment	3	-	-	3
8.	Irregular payment	2	3	1	6

Source: Field survey, SSA programme, District Shrawasti, U.P.

8.6 Students Attendance:

Student attendance in the alternative schooling centers was found good on the day of the visit. Most of the students are from Scheduled caste and backward castes, minorities and girls are in higher proportion as compared to the boys.

8.7 Academic Input of BRC/NPRC Coordinators:

The visit of BRC coordinators for academic input is recorded to be 72 times in primary schools. The average number of visits is found to be less than 1 in a month. NPRC coordinators have visited 244 times in primary schools. On an average number of visits per primary school by NPRC coordinators were recorded more than once in a month.

In case of upper primary schools, the visit of BRC coordinators for academic input is recorded to be 23 times. The average number of visits is found to be less than once in a month. In the same way, NPRC coordinators have visited 67 times in upper primary schools. An average number of visits per school by NPRC coordinators were recorded more than once in a month (Table 8.5).

Table 8.5: Details of Academic Input Provided by Coordinators

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	Visits of BRC Coordinator for Academic Input No. of Times (Average) per Month	72 -	23 -	95 -
2	Visits of NRPC Coordinator for Academic Input No. of Times (Average) per Month	244 -	67 -	311 -
	Total Schools	76 (100.00)	25 (100.00)	101 (100.00)

Source: Field survey, SSA Programme, District Shrawasti, U.P.

8.8 District Information System for Education (DISE):

The training for filling up information in the data capture format was given to one teacher in each school. The data capture format was supplied to all the primary and upper primary schools. The complete data capture formats were submitted to the district office.

8.9 Investigators View about the Schools:

As per investigators view, 51.32 per cent to 88.16 per cent primary schools was having satisfactory security, hygiene, cleanliness and disciplinary conditions. The same were found bad in 7.89 per cent to 36.84 per cent primary schools.

The security system in upper primary school was found bad in 20.00 per cent schools. But the hygiene and discipline was all most less in upper primary schools as compared to the primary schools (Table 8.6).

Table 8.6: Views of Investigators Regarding Schools

Sl. No.	Particulars	Very Good	Good	Satisfactory	Bad	Total
1.	Primary Schools a. Security b. Hygiene c. Cleanliness d. Discipline in students	3(3.95) - - -	6(7.89) 7(9.21) 9(11.84) 6(7.89)	39(51.32) 63(82.89) 67(88.16) 61(80.26)	28(36.84) 6(7.89) - 9(11.84)	76(100.00) 76(100.00) 76(100.00) 76(100.00)
2.	Upper Primary Schools a. Security b. Hygiene c. Cleanliness d. Discipline in students	1(4.00) - - -	3(12.00) 9(36.00) 6(24.00) 3(12.00)	16(64.00) 15(60.00) 18(72.00) 19(76.00)	5(20.00) 1(4.00) 1(4.00) 3(12.00)	25(100.00) 25(100.00) 25(100.00) 25(100.00)

Source: Field survey, SSA Programme, District Shrawasti, U.P.

Findings and Suggestions

- BRC Coordinators visits were found on an average less than once in a month for both primary and upper primary school for providing academic input.
- NRPC coordinators visits were made more than once in a month both type of schools.
- The filled in data capture formats have been sent to the district office.
- General school conditions were found better at the upper primary school level as compared to the primary level by the investigators.

Findings and Suggestions

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